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Guide to Implementation

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Chapter 1
Introduction

Chapter Summary

Purpose of This Guide
Understanding the Learner
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom's Taxonomy
Benefits of Second Language Learning

Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the Chinese Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Chinese program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/com/interlang/chinese.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the new program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members

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- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., wolves and their habitat) or while carrying out a project (e.g., creating a family album). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

Ensuring Student Awareness and Use of Thinking and Learning Strategies

➔ **For more information ...**

Chinese Language and Culture Nine-year Program, Grades 4–5–6

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the "Strategies" section of the program of studies.

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Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

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Understanding the Learner

The Nature of Grade 4 to Grade 6 Learners

The Chinese Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Young learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grade 4 to Grade 6 level requires a unique classroom culture and climate that is different from those required for younger and older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 4 to 6 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

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Learners in grades 4 to 6 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 4 to 6 that learners demonstrate a wide range of development in the transition between concrete and abstract thinking.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the Chinese language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Chinese language experience, while others enter with strong proficiency in Chinese or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Chinese language and culture classrooms.

The Chinese Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 4 level would have little or no previous exposure to the Chinese language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instructions, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Chinese or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also

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contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors that Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have greater exposure to the language over time.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning

In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language and culture program.

Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.

Opportunity

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

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Linguistic Relationship among Languages	The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.
Hand Use	Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs.

Natural Intelligence: The ability to learn by exploring nature.

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The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

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Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

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Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Natural	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

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Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate**: We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor**: It can perform several different activities at the same time.
6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

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8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or over stimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

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Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in Chinese • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from Chinese culture • Define words • Listen to and paraphrase in English a conversation heard in Chinese • Draw pictures from verbal descriptions of a Chinese cultural scene or object • Understand text written in Chinese
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare a typical cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation • Interview classmates on their daily activities • Plan a menu for occasions typical of Chinese culture • Make shopping lists for various cultural or social events • Apply rules of cultural protocol for dining in China • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from the Chinese culture • Find evidence to support opinion • Compare own customs with Chinese customs • Conduct a survey and analyze the results • Analyze typical foods of Chinese culture for nutritional value • Identify the best route to a historic site important to Chinese culture • Play the role of a tourist who bargains in Chinese for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on cultural beliefs • Compose a poem, skit, role-play or advertisement • Create hypothetical real-world situations in Chinese culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative products of Chinese culture • Give and support opinions about issues • Evaluate television shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Chinese, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information in Chinese

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

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Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there's something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

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Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

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Chapter 2
Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they plan for student learning.

→ **For more information ...**

Appendix A
Specific Outcomes Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

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Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The *Chinese Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* is designed to assist teachers as they plan for and implement the Chinese Language and Culture Nine-year Program, Grades 4–5–6 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Chinese classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Chinese language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

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Instructional Time

Language and culture programs of study are developed based on 95 hours of instruction time per grade level, or approximately 150 minutes per week. This is 10 percent of the total instructional time.

When planning for instructional time in the Chinese language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Chinese language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Class Groupings

In some situations, students from two grades may have to be combined into one class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

Chinese Program Collaboration

Effective Chinese language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Chinese-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Chinese speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

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Planning for Professional Development

Teaching in the Chinese language and culture program demands a broad range of knowledge and skills, both in the Chinese language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Chinese language and to continuously improve their teaching skills.

Chinese language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Chinese culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Chinese language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Chinese print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

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- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Planning Considerations

Prior Knowledge

The Chinese Language and Culture Nine-year Program, Grades 4–5–6 assumes that students will have limited or no previous knowledge of the Chinese language upon entry. In situations where the majority of students do have previous knowledge of the Chinese language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Chinese language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Chinese Language and Culture Nine-year Program, Grade 4 to Grade 12, is to have students use Chinese for a variety of purposes in a variety of situations, Chinese should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities are done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

Choice of Topics and Tasks

➔ **For more information ...**

Appendix C
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

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Opportunities for Chinese Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Chinese language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Chinese language learning through meaningful contact with fluent speakers of the Chinese language and authentic texts, such as Chinese language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Chinese language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Chinese language skills. Such school-sponsored activities as Chinese language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of Chinese language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

→ **For more information ...**

Chapters 3, 4, 5 and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

→ **For more information ...**

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

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The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Chinese language and culture learning. When planning, keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to the achievement of the program learning outcomes.

Applications is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.

Language Competence is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.

Global Citizenship considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.

Strategies is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure everyone in the car knows what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

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Plan for Strategic Learning

→ For more information ...

Chapter 3

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Integrate Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Chinese song involves outcomes from the Applications, Language Competence, Strategies and Global Citizenship components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample (Grade 4)

Activity	Divide students into groups and have them choose a Chinese-speaking community. Students gather information about the culture of that community and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in Chinese that describe the people of that community.
Applications	A–5.2 *gather and organize information* a. gather simple information b. organize items in different ways
Language Competence	LC–3.2 *written production* a. produce simple written words and phrases in guided situations
Global Citizenship	GC–1.4 *diversity within Chinese culture* a. experience diverse elements of Chinese culture
Strategies	S–3.1 *cognitive* a. use simple cognitive strategies, with guidance, to enhance general learning

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Identify Instructional Strategies

→ For more information ...

Chapter 3

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching and learning strategies and the specific outcomes targeted.

Identify Assessment Tools

→ For more information ...

Chapter 7

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of the student in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Chinese language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

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Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practise of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Chinese language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experience as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks or projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

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	less difficult → more difficult			
cognitive complexity	describing	sequencing		choosing
	classifying	identifying principles		assessing/evaluating
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic			unfamiliar topic
speaking	taking short turns			taking long turns
	familiar, sympathetic conversation partner			unfamiliar, uninvolved individual or group
	familiar topic, well organized			new topic or experience, not well organized
text type	description	instructions	storytelling	providing and justifying opinions
	few elements, properties, relationships, characters, factors			many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)			little contextual support
language	simple			complex
	less interpretation required (information is explicit)			more interpretation required (information is implicit)
	more redundant (information is repeated in different ways)			more dense (information is given only once)
task type	one-way transfer of information			two-way exchange of information
	convergent			divergent
	concrete, "here and now"			abstract, different time or place
support	more			less

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Year Plans

→ **For a blank template ...**

Appendix C
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

→ **For blank templates ...**

Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- "What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?" (p. 128).

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Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions
General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

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Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:
- be written to "uncover" the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":
- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

→ **For more information ...**

Appendix C
Instructional Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Chinese and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

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Have I ...

- ❑ selected the specific outcomes I wish to focus on in this unit?
- ❑ provided a rationale for the unit?
- ❑ planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- ❑ considered individual student needs, interests and abilities?
- ❑ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- ❑ identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- ❑ selected interesting, useful and varied resources to support this unit?
- ❑ included a variety of instructional strategies, language experiences and activities?
- ❑ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- ❑ allowed for flexibility and adaptation of the plan in response to student needs?
- ❑ provided opportunities for student input and collaborative decision making?
- ❑ considered possible unit extensions and applications?

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Sample Unit Plan

Unit Focus:
Grade 4

Welcome to My School

Student Activities:

- Learn/use school vocabulary.
- Conduct school tours.
- Create a game that uses flash cards.
- Create a map of the school for visiting students.
- Create invitations to a school event and to various other community events.

Outcomes:

Applications: 1.1a, b; 3.1a; 3.3a; 4.1a, b, c

Language Competence: 1.1a, b; 1.3a; 1.4a; 2.2a; 2.3a; 3.1a; 3.2a; 3.3a; 4.1a; 4.2a; 4.4a; 4.5a

Global Citizenship: 1.2a; 2.3a

Strategies: 1.1a; 1.2a; 2.1a; 2.2a; 2.3a

Lesson Topics:

- introducing self
- school vocabulary
- invitations
- conducting a tour

Duration:

Seven 30-minute classes

Addressing Learner Diversity:

- Pair up mixed ability students during vocabulary game.
- Keep criteria for the activities posted in the classroom.
- Have students set personal learning goals through self-assessment.

Assessment:

- Peer assessment
- Self-assessment
- Anecdotal notes during tours and vocabulary practice
- Rubric for grading invitations (created with the students)
- Learning logs for reflection on strategies used
- Exit slips for reflection on learning

Learning Strategies:

- Focus on language use strategies during invitations and tours.
- Focus on cognitive strategies during games and vocabulary practice.
- Focus on metacognitive strategies during learning log reflection.

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Lesson Plans

For a blank template ...

Appendix C
Instructional Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

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Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Chinese through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

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Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School 问好 – 欢迎您到学校来

Date and Class: January 10, 2008, Class 4B

Outcomes Addressed:

Applications: 1.1a, 4.1a, 4.1c

Language Competence: 1.1a, 2.3a, 3.4a

Global Citizenship: N/A

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted)

Teaching and Learning Activities:

Brainstorm with students various verbal and nonverbal greeting and farewell expressions; e.g., 你好， 早上好（早安）。(Good morning, how are you?), smiling.

Students circulate and greet one another in Chinese. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. 我的名字叫 Justin. 你呢? (My name is Justin, what is yours?)

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a, A–4.1a and A–4.1c during the conversations.

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Chapter 3
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

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Students need to develop proficiency using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ **For more information ...**

Appendix C
Sample List of Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Chinese language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ **For more information ...**

Chinese Language and Culture Nine-year Program, Grades 4–5–6

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Chinese language and culture classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

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Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Chinese language.

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Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Chinese) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Chinese language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.

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Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Listen selectively based on purpose • Determine the purpose of listening

⊙ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing "ao" such as *bao* (bag), *mao* (cat), *pao* (run). The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

⊙ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which "sound category" (e.g., "ao" or "a", such as *bao/ba*, *mao/ma*, *pao/pa*) they belong to. The student should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

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Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

Cognitive
- Group sets of things together—vocabulary, structures—with similar characteristics
- Look for patterns and relationships

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language. Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently.

Possible Student Learning Strategies:

Social/Affective
- Seek the assistance of a friend to interpret a text

Interpretive
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

⊙ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

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Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Cooperative Learning Activities

→ **For more information ...**

Chapter 4
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:

Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems and get feedback
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

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Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

⊙ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

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Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name a Chinese stroke	name three body parts in Chinese	name four family members in Chinese	sing you a simple song in Chinese
identify a difference between his or her first language and Chinese	name two modes of transportation in Chinese	name three items of clothing in Chinese	name a strategy for remembering new vocabulary

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⊙ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Chinese culture–related Internet sites they found useful and interesting.

⊙ Inside–outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

Each student is given a picture card with an illustration of an item from a lexical field such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.

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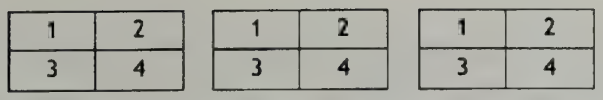
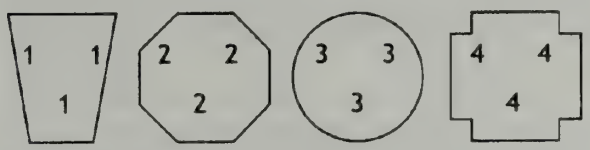


The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

⊙ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

⊙ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the twelve months of the year. The first student starts by saying 一月 (January). The next student would follow by saying 二月 (February) and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

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⊙ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. It is appropriate for use with elementary and junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

⊙ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

⊙ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

⊙ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

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Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step-by-step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to make a cup of tea, how to cut a simple paper flower, how to introduce a student to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

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⊙ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

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Games

For more information ...

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective	• Understand that making mistakes is a natural part of language learning • Be willing to take risks and to try unfamiliar tasks and approaches • Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.

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- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Graphic Organizer Activities

➔ For more information and blank templates ...

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices and use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:

Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

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⊙ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Chinese may not be possible until students develop a level of proficiency that allows them to express their ideas.

⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Chinese words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

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⊙ Idea Builders

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Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

⊙ KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under "what we Know," information students know or think they know about a selected topic. Next list questions students want to answer about the topic under "what we Want to know."
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under "what we Want to know."
3. After the investigation, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ **For more information ...**

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

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Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.

2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.

3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

⊙ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

⊙ Venn Diagram

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Appendix D

A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

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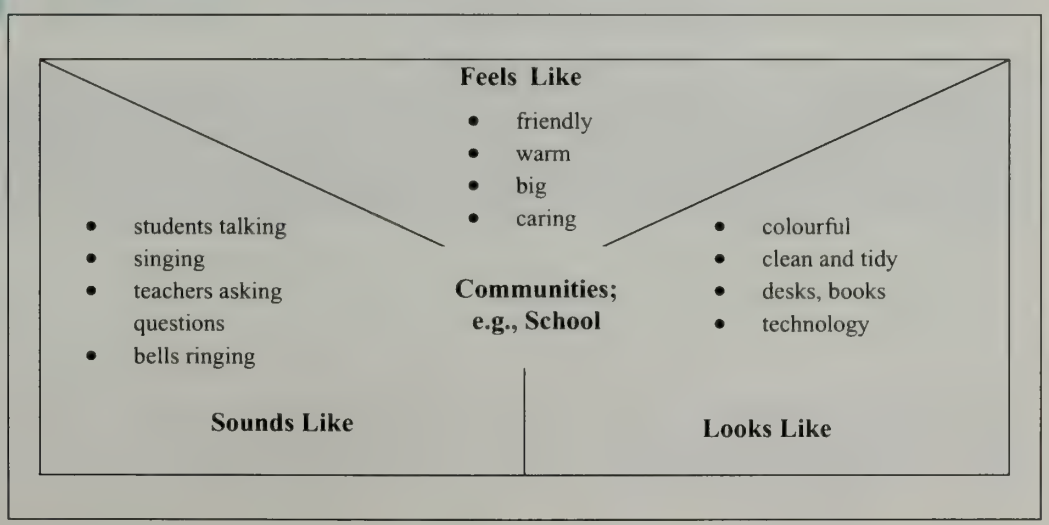
Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



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Group Roles

→ **For a blackline master ...**

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

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⊙ Group Assessment

➔ **For more information ...**

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Independent Study

➔ **For more information ...**

Chapter 5 Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Possible Student Learning Strategies:	
Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

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Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:

Social/Affective	• Work with others to solve problems and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Chinese to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive	• Interpret and use a variety of nonverbal cues to communicate • Ask for clarification or repetition if you do not understand

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Tips for Interviews and Surveys

1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.
4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions

Excuse me, teacher! Can you help me, please?

Excuse me, can anybody help me?

Hello! I need help, please.

Hey you! Help me.

Help!

Example B: Classroom Permission

May I go to the washroom, please?

May I get some water, please?

May I go to the library, please?

May I go to the office, please?

May I go to the playground, please?

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Possible Student Learning Strategies:

Cognitive	• Group sets of things together; e.g., vocabulary, structures with similar characteristics • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Productive	• Use words visible in the immediate environment

Learning Logs

➔ **For more information ...**

Chapter 7
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Chinese and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Chinese and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Chinese use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

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Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activity?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:	
Metacognitive	• Reflect on learning tasks with the guidance of the teacher • Reflect on the listening, speaking, reading and writing process • Keep a learning log • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

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⊙ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson by using a graphic organizer such as a concept map, a Venn diagram or a flow chart. Specify the organizer that best suits the topic or the content of the lesson, or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

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Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

⊙ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

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⊙ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

⊙ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:	
Interpretive	• Use gestures, intonation and visual supports to aid comprehension • Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story**: Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story**: Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

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Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:	
Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note information found in a text

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:	
Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.

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3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or don't make; e.g., "ü" goes with "n" or "l" remains as "nü" and "lü" but with "j, q or x" it becomes "ju", "qu" and "xu." Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:

Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as "sit in a circle," "do not touch anyone," "one person speaks at a time."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

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Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Stroke Activities

Stroke activities teach students to identify the names and forms of commonly used strokes found in most Chinese characters (words). It is important to acknowledge the names of these strokes within meaningful contexts as early as possible.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively • Identify similarities and differences between aspects of Chinese and your own language(s)
Interpretive	• Listen selectively based on purpose

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

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Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

⊙ Flash Cards

➔ **For more information ...**

Appendix B Vocabulary and Classroom Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive	• Use mental images to remember new information • Memorize new words by repeating them silently or aloud • Place new words or expressions in a context to make them easier to remember

⊙ Making Words

Print strokes on squares of paper and form a simple character with accompanying picture cards. In the order they occur, point to each stroke, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:

Metacognitive	• Make a plan in advance about how to approach a learning task • Evaluate your performance or comprehension at the end of a task
Cognitive	• Look for patterns and relationships

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

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Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:	
Cognitive	• Make personal dictionaries • Place new words or expressions in a context to make them easier to remember
Metacognitive	• Check copied writing for accuracy

⊙ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:	
Cognitive	• Group sets of things together (e.g., vocabulary or structures) with similar characteristics
Productive	• Use words that are visible in the immediate environment

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Chinese Language and Culture Nine-year Program, Grades 4–5–6, in particular the cognitive strategies. For example:

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ICT Skills and Processes	Cognitive Learning Strategy Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group sets of things, e.g., vocabulary or structures, with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

ICT Curriculum in Chinese Language and Culture Classrooms

Chinese language and culture students meet communication outcomes from the ICT curriculum as they access information in Chinese through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Chinese language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Chinese, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

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Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Chinese-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
word processing	LC–3.2a. produce simple written words and phrases in guided situations S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	A–2.1a. express simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–6.2a. use the language creatively S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore similarities between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on the culture of China and on the Chinese culture worldwide, then share the information in group presentations.
e-mail	A–4.1a. exchange greetings and farewells; b. address a new acquaintance and introduce themselves; c. exchange some basic personal information	• Arrange to exchange e-mails with another Chinese language and culture class in Canada.
multimedia applications	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD-ROM Chinese/English dictionary to look up words.
clip art/ media clips	LC–5.2a. experience a variety of oral and written text forms	• Students examine a variety of Chinese media clips.
audio equipment	LC–4.3a. experience a variety of voices	• Students listen to a variety of audio clips of Chinese-speaking voices from music, movies, television and so on.

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Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
video equipment	LC–4.5a. understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students view videos in which Chinese speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.
digital cameras	LC–3.2a. produce simple written words and phrases in guided situations S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students create booklets that include digital photographs of classmates and of various objects found in the class; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

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Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 **Class:** 4-G

Outcomes

✦ **Applications**
A–1.1a. share basic information

✦ **Language Competence**
LC–1.2b. be aware of simplified and traditional characters
LC–3.2a. produce simple written words and phrases in guided situations

✦ **Global Citizenship**

✦ **Strategies**
S–2.3a. use simple productive strategies, with guidance, to enhance language use

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information; e.g.:

姓名 (Name):
出生日期 (Birthday):
语言 (Languages I can speak):
我的朋友是 (My friends are):
我的家人是 (The people in my family are):

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book format for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper

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Web Links

LearnAlberta.ca

Many of the resources at LearnAlberta.ca are available to guest users, but visitors will need a user ID and password to access all of the resources on the Web site. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Alternatively, teachers can contact LearnAlberta.ca via e-mail at LearnAlberta.Contact@edc.gov.ab.ca.

The following Internet site listing is provided as an added source of information to users on an "as is" basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites' content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.hotpot.uvic.ca
- http://www.paperella.net
- http://www.skype.com
- http://www.quizstar.com
- http://www.abcteach.com
- http://www.puzzlemaker.com
- http://teach-nology.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.brainpop.com/
- http://www.vcalberta.ca

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Chapter 4
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

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Individualized Program Plans (IPPs)

→ For more information ...

Alberta Education. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

Alberta Learning. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in grades 4 to 6.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

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Differentiated Instruction

For more information ...

Appendix C
Examples of General Accommodations,
Examples of Instructional Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general outcome, specific outcomes may differ for some students. For example, while all students are "using Chinese in a variety of situations and for a variety of purposes," there will be students whose specific outcome may be to "identify people, places, things" and those who will be able to "describe people, places and things competently." Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

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1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Chinese to get things done (Applications); however, while most students are managing turn-taking behaviour (Grade 4), some students could work on asking for help or for clarification of what is being said or done in a group (Grade 5), while other students could be encouraging other group members to participate (Grade 6).

2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Chinese vocabulary to do the same task.

3. Additional Instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

➔ **For more information ...**

Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

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→ For more information ...

Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

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The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

→ For more information ...

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

→ For more information ...

Chapter 3
Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

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Social Skills	Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).
Accountability	Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).
Variety	Use a variety of different groupings and activities. See Chapter 3 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

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2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g.: "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

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5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as "talk in a low voice" or "keep working." If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a "no pencils in sight" rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: "Do the first five and then raise your hand and we'll check them together to make sure you are on the right track."
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings

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- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact

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learning can help students memorize faster and act as a cue for retrieving specific information.

- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

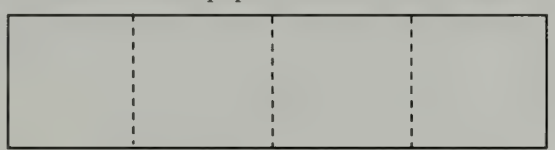
4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Chinese words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Chinese words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Chinese in the fourth column. A complete practice page might look like this:

mother	妈妈✓	mother✓	妈妈✓
father	爸爸✓	father✓	爸爸✓
brother	~~妹妹~~×	brother✓	哥哥✓
	哥哥		

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Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, which students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- 请你再说一遍（次）！ (Could you repeat that, please.)
- 我不明白。 (I don't understand.)
- 对不起！ (Pardon?)
- 这是什么意思？ (What does this mean?)
- 可以再说一次吗？ (Could you say that again, please.)
- 你的意思是？ (What do you mean?)

2. Present information in a "listener-friendly" way; for example:

➔ **For more information ...**

Appendix C
How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and non-examples of concepts

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- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

→ For more information ...

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

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Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"
- Have students use strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy:

  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter-sound clues.
  4. Think: "What word would fit here?"
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.

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Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

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Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production, and generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.

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4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Chinese words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

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Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

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Common Intellectual Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

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Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

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Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

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Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

→ For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, p. 128.

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

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Characteristic	Learning Need
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time-spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

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How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 4 program of studies could move to the Grade 5 or Grade 6 class for Chinese.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 4 • developing reading skills in Chinese	• Class reads grade-level story and discusses.	• Students read story written above grade level and develop graphic organizer to illustrate understanding.
Grade 5 • exchanging basic personal information; e.g., name, age	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students interview community members who speak Chinese, write about what they learned from the interview, and then introduce the community members to the class.
Grade 6 • explore the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Chinese.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Chinese.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push them to engage more deeply in the content area.

➔ **For a blank template ...**

Appendix C
Alternative Learning Activities Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

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Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE In Chinese, demonstrate the preparation of a nutritious snack for the class and then share the results!	**PLAN** Plan a menu for a class party. Write a grocery list in Chinese for your party supplies.	**INTERVIEW** In Chinese, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional foods enjoyed in a Chinese-speaking country during major holidays.	**YOUR IDEA**	**SURVEY** In Chinese, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the Chinese words and phrases for each food.	**CREATE** Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Chinese. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Chinese.	**EVALUATE** In Chinese, create a rubric to evaluate your performance in one of the other activities on this menu.

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Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ **For more information ...**

Appendix C
Sample
Independent Study
Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

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Advanced Thinking Processes

For more information ...

Chapter 1 Sample Activities Organized in the Bloom's Taxonomy Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher

1.

Category	Definition	Activities	Sample Products
Knowledge	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation

Illustrative Examples

- Recite the names of family members (e.g., mother, grandfather, sister) in Chinese.
- Draw a family tree and label the relationships between family members in Chinese.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

2.

Category	Definition	Activities	Sample Products
Comprehension	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples

- Explain how to play a game in Chinese.
- Demonstrate how something works in Chinese.

3.

Category	Definition	Activities	Sample Products
Application	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples

- Interview a school volunteer who speaks Chinese.
- Listen to a partner describe an object in Chinese and draw what your partner describes.
- Write journal entries from the point-of-view of a new Chinese-speaking person arriving in your city or town.

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Develop a simple story in Chinese. Black out key phrases and trade with partners to fill in the missing sections.
- Choose an important vocabulary word in Chinese and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Chinese.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples

- Listen to two short stories in Chinese and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an advertisement and then rate the effectiveness of three advertisements from a Chinese language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Chinese.
- View a travel film for a Chinese-speaking country and plan activities for a seven-day vacation with your family.

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Mentorships

For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

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Providing Additional Opportunities

➔ **For more information ...**

Appendix C
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Chinese to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

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Chapter 6
English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

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Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning, that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	• attend school within their communities and learn English to access the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants	• make up a large group of ESL students in Alberta schools • may arrive at any time in the school year, and could be at any grade level • usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

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Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

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Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

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Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, due to different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point-of-view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

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As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

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Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the Chinese language and culture program. The most compelling reason is that it is typically during the Chinese language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Chinese, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Chinese language and culture programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

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Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
   Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
4. **Recycle new words.**
   Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
   ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will ...", "now it's time for ...".
7. **Give clear instructions.**
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure ESL students understand.**
   ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
    Concrete objects, charts, maps, pictures, photos, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**
    If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**
When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.

2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.

3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.

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5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 4	Develop reading skills in Chinese.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
Grade 5	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
Grade 6	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Chinese.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

Cooperative Learning

→ For more information ...

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

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The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology

→ For more information ...

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL learners than interacting in person.

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The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

➔ **For more information ...**

Chapter 7

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Modifying Assessment for ESL Students

Novice Students
(up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

Beginning Students
(up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.

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Intermediate Students (up to five years in an English-speaking classroom with ESL support)	• Have student explain how an answer was achieved (orally and in writing). • Have student complete fill-in-the-blank exercises. • Ask student to retell/restate (orally and in writing). • Have student define/explain/summarize (orally and in writing). • Have student compare and contrast (orally and in writing). • Use cloze procedures with outlines, charts, time lines and other graphic organizers. • Have student analyze and explain data (orally and in writing). • Instruct student to express opinions and judgements (orally and in writing).

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of the achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

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Chapter 7
Classroom Assessment

Chapter Summary

Introduction
Assessment
Evaluation
Assessment for Learning (Formative) and Assessment of Learning (Summative)
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and

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implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

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Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

➔ For more information ...

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

  Caution

  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing Chinese spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Chinese pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

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Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Chinese. The collages are then presented orally in Chinese. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.

  Caution

  Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Chinese vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

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Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.

- Teachers can ask students to rate what has been learned on a scale from easy to difficult. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.

- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

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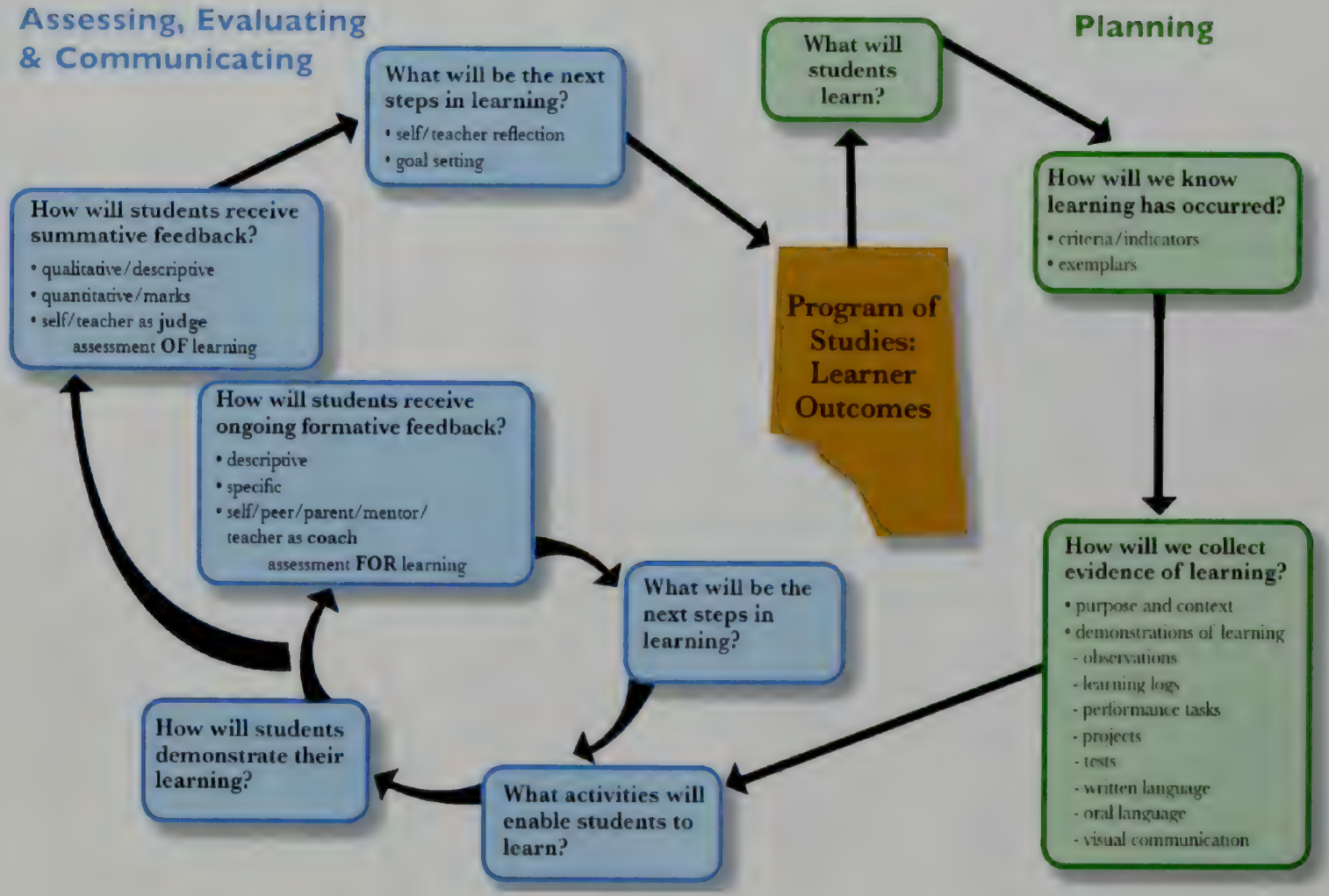
Assessing Student Learning in the Classroom



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

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Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

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Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. "Accommodations to ... assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities .... Such accommodations or adaptations should be made to ensure the most accurate understanding of a student's performance ..." (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

For more information ...

Chapter 6 Modifying Assessment for ESL Students

Chapter 7 Assessment Accommodations for Students with Special Education Needs

Appendix C Examples of Assessment Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

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Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn, and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

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Assessment Accommodations for Students with Special Education Needs

→ For more information ...

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodation.

Accommodation in Kind (Task)	Accommodation in Depth (Detail)
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

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Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities, time for goal setting and peer assessment into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

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The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

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Personal Reflection and Self-assessment

For blackline masters ...

Appendix E
Self-assessment Checklist,
Self-assessment Rating Scale,
Self-assessment Checklist and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing my work, I would like to set a new goal to ...
- A strategy that worked well for me is ...

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

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Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

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Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _____ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

➔ **For blackline masters …**

Appendix E
Self-assessment Checklist and Goal Setting, Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take towards achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …".

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

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➔ **For blank templates ...**

Appendix D
Goal-setting
Organizer 1, 2,
3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal, and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as "Got it, Getting it, Don't get it yet." Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

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Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

→ **For blackline master ...**

Appendix E
Peer-assessment Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Chinese.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

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Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

➔ **For blackline masters ...**

Appendix E Observation Checklist; Checklist and Comments 1 and 2; Rating Scale 1, 2 and 3; Rubric; Rubric and Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

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Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

→ **For more information ...**

http://www.aac.ab.ca
http://www.rubistar4teachers.org
http://teach-nology.com

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

→ **For blackline master ...**

Appendix E
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

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Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but …".
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but …". The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

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Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the "next steps" in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

Anecdotal Notes

→ **For blackline master ...**

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

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The purpose of anecdotal notes is to:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
   OR
   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

Observation Checklist

→ **For blackline master ...**

Appendix E
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

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Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ **For more information ...**

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

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Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

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Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

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A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments and for samples of performance assessment tasks and rubrics in Chinese.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

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Chapter 8
Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Two-page, Four-column Format
Grade Level Samples for grades 4, 5 and 6
- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies and are shaded.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

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Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

Two-page, Four-column Format

General Outcome and Specific Outcome Cluster Heading

The general outcome is boxed at the top of the each page; e.g.,

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

The specific outcome cluster heading follows the general outcome at the top of each page; e.g.,

A–1 to receive and impart information

Column One – Specific Outcomes

Students will be able to:

Under the cluster heading, specific outcomes in column one are prefaced, as in the program of studies, with:

Students will be able to:

A–1.1
share factual information

Running vertically along the left side of the first page is the strand heading for the specific outcome.

a. share basic information

Running horizontally is the detail of each specific outcome, indicated by the letters a, b, c ...

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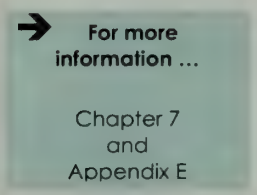
Column Two – Sample Teaching and Learning Activities

These activities illustrate the intent of each specific outcome. Chinese words, phrases, sentences and examples provided in the body of the activities are followed by English translations.

Column Three – Sample Assessment Strategies



Assessment strategy suggestions for the teaching and learning activities are provided in this column. All assessment strategies cited are described in detail in Chapter 7: Classroom Assessment.

Column Four – Materials

This is a listing of the various items needed to implement the suggested teaching and learning activities in the classroom. Everyday items that students are expected to have, such as pens, pencils and paper, are not listed here.

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Grade 4 Example of the Two-page, Four-column Format

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Students will be able to:	Several activities and their corresponding assessment strategies and materials are listed for each specific outcome.	**Focus for Assessment** Does the student • share basic information?	
A–1.1 share factual information a. share basic information Outcomes may be continued over four or more pages.	➤ **Family Story** Read a story about a family and discuss the roles of the various family members; e.g., 妈妈，爸爸，姐姐，妹妹，哥哥，弟弟，爷爷，奶奶 (mom, dad, sister, brother, grandpa, grandma). Ask the students to bring family pictures for the next lesson. Review how to introduce family members. Have the students take turns introducing their family members using puppets. **Alternative Activity** Have the students draw a personal "coat of arms" that includes such things as name, birth date and place of birth.	➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they introduce their family pictures. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). Examples of many of the assessment/evaluation tools listed here are included in Appendix E.	➤ Chinese stories that include family pictures, puppets.
Read from left to right across the two pages.	➤ **Chair Game** Have the students sit on chairs in a circle. Ask one student to stand in the middle and take away this student's chair. The student in the middle says, 我喜欢 _____ （食物，颜色，衣服）。(I like _____ [food, colour, clothes].) Everyone who likes this item has to move to another chair, but not the chair beside them. The person left without a chair stands in the middle and the game continues.	➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they play in the chair game. Use the rating scale to assess how well students are able to share basic information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Chairs.

Column 1 | Column 2 | Column 3 | Column 4

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Grade Level Samples for Grade 4

Applications 152

Language Competence 224

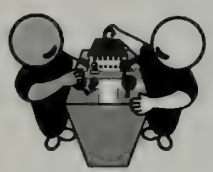
Global Citizenship 292

Strategies 324

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

- A–1 to receive and impart information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral texts
- LC–3 interpret and produce written and visual texts
- LC–4 apply knowledge of the sociocultural context
- LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Chinese culture
- GC–2 appreciating diversity
- GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. share basic information *(continued)*	➢ **Name and Face Cards** Prepare a set of cards, each of which has a name typical to Chinese and a face indicating whether the person is 开心 (happy), 不开心 (sad) or 还可以 (not bad). For each name, there are six cards: two cards with a happy face, two cards with a sad face and two cards with an indifferent expression. Prepare enough cards so that each student receives one card. Shuffle and deal one card to each student. Have the students walk around the classroom and, using only Chinese, find the students who have the identical cards to their own by asking the following questions: 你好！ 你叫什么名字？ 你今天好吗？(Hello! What is your name? How are you today?)
A–1.1 share factual information	➢ **Interviews** Review questioning skills with students; e.g., – 你叫什么名字？(What is your name?) – 你几岁？/您多大？/您多大年纪？(How old are you?) – 你好吗？(How are you?) – 你有没有哥哥？ 你有几个哥哥？(Do you have any older brothers? How many older brothers do you have?) – 你喜欢吃什么水果？(What fruits do you like?) – 你喜欢什么颜色？(What colour do you like?) Have the students take turns interviewing people using the questions provided. At the end of the activity, have the students present the information gathered from their interviews. Consider using the first three questions at the beginning of the school year, then adding the others for a mid-year activity.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

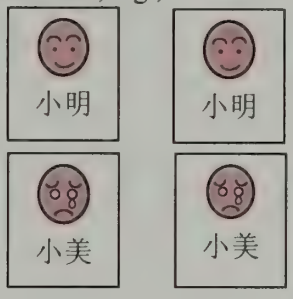
Focus for Assessment

Does the student:
- share basic information?

➢ **Informal Observation**
Observe students as they ask questions to identify their match. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Set of cards with different Chinese names and faces on them; e.g.,



➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they interview one another and present their findings to the class. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. share basic information *(continued)*	➢ **Collages** Have the students design colourful and creative personal collages using pictures of themselves, families, extended families, friends and so on. Toward the end of the year, have the students prepare another collage that includes their favourite activities, foods, books and so on. Invite the students to present their work to the class.
	➢ **Circle Interview** Have the students form two circles, one inside the other. With music playing, ask one circle to walk in one direction and the other to walk in the opposite direction. When the music stops, have the students interview the classmates opposite them, using familiar patterns such as: 你好，我叫 _____。你叫什么名字？(How are you? My name is _____. What is yours?)
	➢ **Interviews** Prepare and distribute a card to each student. Each card has a family name and first name and age listed on it. Each student "becomes" that person, but only shares his or her new name and age with others when asked: – 你叫什么名字? (What is your name?) – 你今年几岁? 您多大？您多大年纪？(How old are you?) Have the students circulate, asking and answering the above questions to find their family groups; e.g., 方先生 40 岁。(Mr. Fang is 40 years old.) 方夫人/太太 35 岁。(Mrs. Fang is 35 years old.) 方小明 10 岁。(Xiaoming Fang is 10 years old.) 方小美 7 岁。(Ziaomei Fang is 7 years old.) To end the activity, have the students stand in family groups and introduce themselves as a family, for example, 我是爸爸，今年 40 岁。(I am the father. I am 40 years old.)

A–1.1
share factual information

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- share basic information?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create collages. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in the circle interview. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they begin the interviews. Students use the rating scale to assess how well they are able to share basic information (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Magazines, newspapers, scissors, glue, markers.

➢ Music, audio equipment.

➢ A set of cards with family names, first names and ages; e.g.,

方先生 40 岁。	方夫人/太太 35 岁。
方小明 10 岁。	方小美 7 岁。

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information a. share basic information *(continued)*	➢ **Role-play** Model some basic questions and answers to review common ways to share basic information, such as, "How old are you?" "What is your name?" Have the students set up a scenario, such as signing up for a library card or swimming lessons and dramatize their specific scenarios, practising and applying those sentence patterns and questions. ➢ **Birthdays** Display a question pattern for asking a student's year and month of birth, for example, 你是哪年哪月出生的？ (In what month and year were you born?) Invite the students to interview classmates about their birthdays. Then divide the students into small groups to record the dates on calendars to be displayed in the classroom. As students become more proficient with numbers and the year, month, date pattern, they can respond more completely.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- share basic information?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they engage in a role-play. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Observation Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they inquire about birthdays. Students use the checklist to determine if their peers are able to share basic information (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Pictures of places; e.g., home, school, library, restaurant, gym, computer lab.

➢ Calendars.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information a. share basic information	➢ **Family Story** Read a story about a family and discuss the roles of the various family members; e.g., 妈妈，爸爸，姐姐，妹妹，哥哥，弟弟，爷爷，奶奶 (mom, dad, sister, brother, grandpa, grandma). Ask the students to bring family pictures for the next lesson. Review how to introduce family members. Have the students take turns introducing their family members using puppets. **Alternative Activity** Have the students draw a personal "coat of arms" that includes such things as name, birth date and place of birth. ➢ **Chair Game** Have the students sit on chairs in a circle. Ask one student to stand in the middle and take away this student's chair. The student in the middle says, 我喜欢 _____ （食物，颜色，衣服）。(I like _____ [food, colour, clothes].) Everyone who likes this item has to move to another chair, but not the chair beside them. The person left without a chair stands in the middle and the game continues.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • share basic information?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they introduce their family pictures. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Chinese stories that include family pictures, puppets.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they play in the chair game. Use the rating scale to assess how well students are able to share basic information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Chairs.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. identify concrete people, places and things *(continued)*	➢ **Listen and Move** Display cards of familiar people, places and things around the classroom. Using previously reviewed vocabulary, describe a card. Have the students move to the card described. The activity continues until all cards have been described. ➢ **Dress up** Review vocabulary for seasons, weather and basic clothing. Have the students dress up for specific weather or seasons; e.g., 春，夏，秋，冬，下雪，下雨 (spring, summer, fall, winter, snowy, rainy). Have the students present the clothes they are wearing to the class. ➢ **Family Skit** Divide the students into different families and have them decide who the father, mother, son and daughter will be. Each family has to pick a place; e.g., 图书馆，学校，服装店，小吃店，餐馆 (library, school, clothing store, fast food shop, restaurant). Have each group present a simple skit that takes place in the chosen setting. The other students in the class have to guess where the conversation is taking place; e.g., 妈妈： 女儿！这件衣服不好看！(Mom: Daughter! This outfit doesn't look good.) 女儿： 我喜欢这件！(Daughter: I like this one!) 爸爸： 这件红色的好看。(Dad: This red one is nice.) 儿子： 对！姐姐，就买这件吧！(Son: Right! Sister, take this one!) Answer: 服装店 (clothing store) Consider video recording these presentations.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify concrete people, places and things?

➢ **Informal Observation**
Observe students as they move to the cards described. Make mental notes of the extent to which students are able to identify concrete people, places and things.

➢ **Anecdotal Notes**
Observe students as they dress up and present their clothes to the class. Record anecdotal notes of extent to which students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in family skits. Students use the checklist to determine if their peers are able to identify concrete people, places and things (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Cards labelled with vocabulary related to people, places and things, tape.

➢ Clothing props related to the seasons.

➢ Video recorder, viewing station (optional).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. identify concrete people, places and things *(continued)*	➢ **Memory** Prepare sets of cards with matching words and pictures. Have the students play a game of Memory in which they match up the written words with the appropriate pictures. The students must say the words in Chinese to make a match. ➢ **Roll and Name Game** Prepare an overhead transparency of a scene related to the lexical field being studied in which six of the objects in the scene are numbered from one to six. Divide the students into partners and have each student take a turn rolling a die and identifying the object on the transparency that has the corresponding number. Each correct answer scores a point. **Extension** When the students have developed greater linguistic proficiency, this can be turned into a Memory game in which the transparency is shown only for a brief period of time. Remove the transparency before the students take turns to name the objects.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify concrete people, places and things?

➢ **Anecdotal Notes**
Observe students as they participate in the memory game. Record anecdotal notes of the extent to which students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in the roll and name game. Use the checklist to assess if students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Set of cards with matching words and pictures.

➢ Dice, transparencies of scenes with numbered people, places and things, projector.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. identify concrete people, places and things	➢ **Mystery Objects** Collect a bag of various objects; e.g., stapler, eraser, pack of gum. Make sure that the students cannot see through the bag. Touch one of the objects and have the students guess what you are touching; e.g., students ask, 是不是 _____? (Is it _____?) Descriptive clues may be given to assist the students with their guesses. ➢ **Poster Trade Show (Advanced Activity)** Have the students design posters of people, places and things using magazine pictures or their own drawings. Have the students present the posters orally during a "trade show" in which half of the class sets up their posters in the classroom while the remaining students move from one poster to the next. Have the students orally present their posters as classmates come to visit their stations, using the phrase 这是…. Indicate when students should switch to the next presenter by ringing a bell. After the students have rotated around several posters, switch the roles and have the other half of the class present their posters.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify concrete people, places and things?

➢ **Learning Log**
After the students identify the mystery objects, have the students reflect on their learning and on how well they were able to identify concrete people, places and things.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create and present posters. Use the rubric to evaluate how well students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Plastic foods, animals, props, classroom items.

➢ Poster materials, magazine pictures of different people, places and things, scissors, glue.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. express simple preferences A–2.1 share ideas, thoughts, opinions, preferences	➢ **Class Favourites** Divide the class into groups of four or five students. Based on previously studied lexical fields, have each group bring a favourite item to class; e.g., their favourite dessert, CD, picture of pet, article of clothing. Have each group make a brief oral presentation about its favourite item. ➢ **Chain Game** Arrange the students in a circle. Ask the first student to state something he or she likes. The student then asks the next person if he or she likes that object. The second student replies according to his or her individual preferences and asks a question of the third student. Continue until all students have answered and asked a question; e.g., Student 1: 我喜欢吃苹果。你喜欢吃苹果吗？(I like apples. Do you like apples?) Student 2: 我不喜欢吃苹果，我比较喜欢吃巧克力。(I don't like apples. I prefer chocolate.) Use categories such as 天气，食物，季节，颜色 (weather, food, seasons, colour). Consider video recording this activity and viewing it as a class. ➢ **Surveys** Divide the students into groups and have them conduct surveys of their favourites; e.g., colours, seasons, food. Have the students prepare a bar graph and report on their findings. Questions to use could include: – 你喜欢什么颜色？(What colour do you like?) – 谁喜欢冬天？(Who likes winter?) – 谁喜欢上学？(Who likes school?)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- express simple preferences?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present their favourite things. Students use the checklist to determine if their peers are able to express simple preferences (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Informal Observation**
Observe students as they participate in the chain game. Make mental notes of the extent to which students are able to express simple preferences. Offer feedback, encouragement and praise as needed.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they conduct a survey. Use the checklist to assess if students are able to express simple preferences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Objects from home.

➢ Video equipment (optional).

➢ Word processor, printer (optional).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences b. express a personal response	➢ **Expressing an Opinion** Give a popsicle stick or tongue depressor to each student. On one side have the students write 喜欢 (like) and on the other 不喜欢 (don't like). Play a song, read a story or hold up a picture. Have the students hold up their sticks with their choices facing you. Individual students may be chosen to respond orally. **Extension** Using word cards or pictures from magazines that depict a variety of activities, ask the students which activities they like or do not like. Use the expressions 我喜欢 _____。(I like _____.) and 我不喜欢 _____。(I don't like _____.) ➢ **Likes and Dislikes** Review vocabulary related to food. Have the students fold pieces of paper into four sections. In each section, students draw and label a different type of fruit. Have the students then form an inside–outside circle. The students in the outside circle ask their partners on the inside, 你喜欢吃_____? (Would you like to eat _____?) The students on the inside circle respond with, 我喜欢吃_____。(Yes, I would like to eat _____.) or 我不喜欢吃_____。(No, I would not like to eat _____.) The students draw a happy or a sad face next to the appropriate piece of fruit to indicate their partners' responses. After several exchanges, have the students in the inner circle ask the questions and those in the outer circle answer accordingly.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express a personal response?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they express their opinions. Students use the rating scale to assess how well they are able to express a personal response (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Chinese songs and stories, popsicle sticks or tongue depressors, markers, magazines.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they express their likes and dislikes in the circle. Use the checklist to assess if students are able to express a personal response (see sample blackline master in Appendix E: Observation Checklist).	➢ Paper, markers, paints.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. respond to and express basic emotions and feelings *(continued)*	➢ **Showing Emotion** Prepare a digital slide show with a variety of human interest pictures from around the world – children/adults involved in a wide range of humorous, dangerous, exciting, relaxing, boring activities. As each slide is shown, ask the students to react to the picture using basic expressive vocabulary; e.g., 很开心，很可怕，很生气，很伤心 (happy, scared, mad, sad). **Alternative Activity** Give each student a popsicle stick. Students draw a happy face on one side of the stick and a sad face on the other side. Say the following statements aloud one at a time, allowing students to indicate their feelings using the popsicle sticks. Students show how they feel by putting up the popsicle stick with the appropriate expression; e.g., – 我的书不见了。(My book is missing.) – 快休息了! (It's almost recess!) – 爸爸带我去麦当劳。 (Daddy took me to MacDonald's.) – 我忘了带功课来。 (I left my homework at home.) – 有人拿了我的玩具。 (Someone took my toy.) ➢ **Feelings Collage** Have the students prepare collages to show feelings (e.g., happy, sad, mad and scared). Once completed, have the students share their collages in small groups. Encourage the students to point out all feelings represented in their collages and say these feeling words in Chinese. ➢ **Singing with Feeling** Teach a children's action song about feelings and ask the students to follow the actions; e.g., 如果你很高兴 …。 ("If You're Happy ….")

A–2.2
share emotions, feelings

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to and express basic emotions and feelings?

➢ **Anecdotal Notes**
Observe students as they react to the pictures in the slide show. Record anecdotal notes of the extent to which students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist and share it with students before they create a collage on feelings. Students use the checklist to determine if their peers are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Informal Observation**
Observe students as they participate in singing a feelings song. Make mental notes of the extent to which students are able to respond to and express basic emotions and feelings. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Digital slide show presentation of pictures related to feelings.

➢ Magazines, catalogues, scissors, glue, markers.

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. respond to and express basic emotions and feelings *(continued)* A–2.2 share emotions, feelings	➢ **How Do I Feel?** Introduce words of emotion or feeling with reference to pictures or flash cards. Model the use of these words in short sentences; e.g., 我很（高兴，伤心，生气） (I am [happy, sad, angry, mad, frustrated, excited].) These new words and the associated sentences can be written on sentence strips and added to a word wall or pocket wall chart for student reference. After repeating the words expressing each emotion two or three times, pass a card or picture to students who seem ready to respond. Say: "我很开心" (I am happy). The student who has that card will come up and repeat the sentence. Continue the activity until most of the students have had a chance to respond. ➢ **How Are You?** Invite the students to participate in a game to facilitate the learning of how to express feelings in Chinese. Prepare a set of cards, each of which has a face indicating a particular feeling; e.g., 高兴，伤心，生气，害怕 (happy, sad, mad, scared). Review each face and the associated feeling. Shuffle the cards and place them face down on a table. Begin the game by selecting one of the cards and modelling the following dialogue: A: 早上好，我叫 ____。 (Good morning, my name is ____.) B: ____，你今天好吗？ (Hi___. How are you?) Respond to the question by miming the feeling shown on the selected card. The students then ask you 你不开心吗？ (Are you sad?) Respond with either 是啊，我不开心。 (Yes, I am sad.) or 不是，我很开心。 (No, I am not sad.). A student who guesses the feeling correctly takes your spot and the game continues.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to and express basic emotions and feelings?

➢ **Informal Observation**
Observe students as they identify the emotions written on cards and repeat the set sentence pattern. Make mental notes of the extent to which students are able to respond to and express basic emotions and feelings. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Pictures or flash cards depicting emotions or feelings, sentence strips, pocket chart.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they identify the emotion acted out and act out emotions for others. Students use the checklist to determine if their peers are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ Set of cards with faces expressing various feelings.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings	➢ **Charades** Provide the students with flash cards or pictures of peoples' faces that demonstrate various emotions and feelings. Each card should be clearly labelled with the appropriate word in Chinese. Organize the students into teams. Have one student act out the emotion in the form of a charade while his or her team members guess the emotion being portrayed (e.g., 高兴，生气，害怕，惊喜 (happy, mad, scared, surprised). Provide the students with a sentence pattern to use when guessing the emotion; e.g., – 你很高兴。(You are happy.) – 你很生气。(You are mad.)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to and express basic emotions and feelings?

➢ **Anecdotal Notes**
Observe students as they identify and express emotions during the game of charades. Record anecdotal notes of the extent to which students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Flash cards of feelings with faces and descriptive words.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others a. indicate basic needs and wants	➢ **Classroom Posters** At the beginning of the school year, have the students work in groups to create posters with the basic questions needed to survive in the classroom; e.g., 我可不可以上厕所？ 什么时候休息 ...？ 我可不可以吃 ...？ 我可不可以去喝水？ 老师，你可不可以帮我？ (May I please go to the bathroom? When is recess? May I eat ...? May I please have a drink? Teacher, can you help me?) Review the posters with the class, adding Chinese characters and Hanyu Pinyin. Have the students practise saying the questions a few times. Display these posters in the classroom and encourage the students to use these questions when appropriate. ➢ **Role-play** Divide the students into small groups and instruct them to role-play a classroom situation. Have one student from each group play the role of teacher and have the rest of the students seek permission or assistance to meet basic needs; e.g., 我可不可以上厕所？ (May I please go to the washroom?) 我可不可以削铅笔？ (May I please sharpen my pencil?)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- indicate basic needs and wants?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create posters of basic classroom questions. Use the checklist to assess if students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in a role-play in which they seek permission. Record anecdotal notes of the extent to which students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Poster materials.

➢ Various props.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. give and respond to simple oral instructions and commands *(continued)*	➢ **Total Physical Response** Say simple commands and have the students respond by following them. Say, 请你们跟我这样做。 (Please follow me with these actions.) then ask the students to do various actions; e.g., – 拍手，洗手 (clap, wash hands) – 摇头，点头，梳头，洗头 (shake head, nod, brush hair, wash hair) – 踏（跺）脚，踢腿，洗脸，刷牙 (stamp, kick, wash face, brush teeth) – 伤心，生气，哭，笑，跳 (sad, mad, cry, laugh, jump) – 站起来，坐下来等。(stand up, sit down). ➢ **Simon Says** Model basic classroom verb phrases and commands, such as 请坐下来，请站起来，转一转，踏踏（跺跺）脚，拍手三下 (please sit down, please stand up, turn around, stomp your feet, clap three times). Demonstrate each action as you say the phrase. As a group, have the students act out each verb phrase as it is said. Now play the game "Simon Says." Once the students are familiar with the various instructions, they pair up and take turns acting as Simon and giving instructions to their partners, who then act on those instructions. ➢ **Workers of the Day** Choose three students to be the 值日生 (workers of the day). The rest of the class takes turns giving directions to these students; e.g., 请关灯 (please turn off the light), 请开灯 (please turn on the light), 拿点名单 (please get the attendance folder). The worker students follow the class's directions.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • give and respond to simple oral instructions and commands?	
➢ **Informal Observation** Observe students as they follow your commands by completing the actions. Make mental notes of the extent to which students are able to give and respond to simple oral instructions and commands. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in the game Simon Says. Record anecdotal notes of the extent to which students are able to give and respond to simple oral instructions and commands (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before choosing student workers for the classroom. Students use the checklist to determine if their peers are able to give and respond to simple oral instructions and commands (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. give and respond to simple oral instructions and commands	➢ **Twister** Play the game Twister, using pictures of familiar school vocabulary instead of colours. This game requires a large sheet of plastic (approx. 1.5 meters × 1.5 meters) that has a 4 × 4 grid of large pictures on it. Have the students take turns drawing a card and orally instructing the volunteer to place a body part on a particular picture; e.g., 把右手放在书桌图片上。(Place your right hand on the picture of a desk.) ➢ **Commands Review** Review classroom commands with the students; e.g., Please open the door. Turn on the light. Open the window. Pass the paper. Line up. Call out the commands and have the students follow them. After a few tries, allow a student volunteer to give the commands. **Extension** Ask the students to use word strips to create sentences that give commands or instructions.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- give and respond to simple oral instructions and commands?

➢ **Anecdotal Notes**
Observe students as they give and respond to the various commands while playing the game Twister. Record anecdotal notes of the extent to which students are able to give and respond to simple oral instructions and commands (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After engaging in the commands review, ask the students to reflect on their learning and on how well they were able to give and respond to simple oral instructions and commands. For example:
- I learned …
- I would like to know more about …

MATERIALS

➢ Twister game board (approximately 1.5 m × 1.5 m), flash cards or spinner.

➢ Word strips and pocket chart.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.2 state personal actions a. respond to basic offers, invitations and instructions	➢ **RSVP** Introduce possible responses to invitations; e.g., Invitation phrases: – 你可不可以来我家玩？(Can you come over to my house?) – 你可不可以跟我玩？(Can you play with me?) Responses: – 开心地说：「太好了，我可以去，谢谢！」 (Sure, I can come, thank you!) – 不开心地说：「对不起！我不可以去，谢谢！」 (Sorry, I can't. Thank you.) Have the students pair up and practise the patterns. After each partner has had a turn, have the students find new partners and repeat the activity. ➢ **Role-play** Prepare and review sample sentences for offering to do something and responding to offers. Have the students work in pairs to role-play the sentences; e.g., – 我可不可以关灯？ (May I turn off the light?) – 好的，你可以关灯。 (Yes, you may turn off the light.)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to basic offers, invitations and instructions?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they practise responding to invitations. Students use the checklist to determine if their peers are able to respond to basic offers, invitations and instructions (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Posted invitations and responses.
➢ **Anecdotal Notes** Observe students as they use the offer and response sentences to role-play. Record anecdotal notes of the extent to which students are able to respond to basic offers, invitations and instructions (see sample blackline master Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. manage turn taking **A–3.3** manage group actions	➢ **Board Games** Introduce or review vocabulary involved in turn-taking. Divide the students into groups of four or five and have them play board games related to the theme (e.g., colours, numbers) or Chinese games such as Airplane Chess. Encourage them to use Chinese to manage turn taking; e.g., – 谁先走？(Who should go first?) – 该谁了？(Whose turn is it?) – 该我了。(It's my turn.) ➢ **Whose Turn Is It?** Prepare dice with the numbers one to six written in Chinese. In small groups, have the students take turns rolling a die and saying the same number of vocabulary words as appears on the die. For example, if a student rolls a four, he or she must say four words in Chinese. Encourage the students to use turn taking expressions during this game, such as 该到谁了？(Whose turn is it?) and 到我了。(It's my turn.).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • manage turn taking?	
➢ **Learning Log** After playing board games, ask the students to reflect on their learning and on how well they were able to manage turn taking. For example: – This reminds me of …	➢ Board games.
➢ **Informal Observation** Observe students as they participate in the vocabulary dice game game. Make mental notes of the extent to which students are able to manage turn taking. Offer feedback, encouragement and praise as needed.	➢ Dice with Chinese numbers.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. encourage other group members to act appropriately	➢ **How Do I Act?** Practise the "我的行为" (my behaviours) in the school environment. Put signs up around the school indicating in Chinese what appropriate behaviour is expected in that area; e.g., – 安静，我要安静 (图书馆里)。(Quiet, I have to be quiet [library].) – 我不可以跑 (走廊上)。(No running [hallway].) – 我洗手 (在卫生间里)。(Wash your hands [bathroom].) Provide photographs of these signs and discuss how students can encourage one another to behave appropriately at school.
A–3.3 manage group actions	➢ **Behaviour Song** As a class, create a rap song or poem that lists appropriate group behaviours. Have the class chant or sing it together on a regular basis, starting as slowly as possible and working up to saying it as quickly as they can; e.g., – 行为歌 (Behaviours Song) – 同学们，要听话。(Classmates, have to listen.) – 先举手，后说话。(Put your hands up first before you speak.) – 排队时，不要推。(No pushing in the line.) – 这样做，一定对。(This is the right way.)
	➢ **Behaviour Expressions** At the beginning of the year, teach the students vocabulary and expressions related to encouraging others to behave appropriately; e.g., – 做得很好！(Good work!) – 请安静。(Quiet, please.) – 加油！(Way to go!) Post these expressions and, throughout the year, encourage the students to use the expressions to encourage each other to act appropriately.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage other group members to act appropriately?

➢ **Informal Observation**
Observe students as they discuss how they can encourage one another to behave appropriately around the school. Make mental notes of the extent to which students are able to encourage other group members to act appropriately. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they create and perform a behaviour song. Record anecdotal notes of the extent to which students are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After using behaviour expressions, have the students reflect on their learning throughout the year and on how well they were able to encourage other group members to act appropriately.

MATERIALS

➢ Signs indicating appropriate behaviour, pictures of those signs and their locations.

➢ Music, audio recorder.

➢ Chart paper for posted expressions.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–4.1 manage personal relationships	a. exchange greetings and farewells *(continued)*	➢ **Greetings and Farewells** Prior to this activity, list all of the typical greetings and farewells used in Chinese on the board. Prepare a duplicated set of cards of common Chinese names. Shuffle and deal one card to each class member. Have the students walk around the classroom and, using only Chinese, find the students who have the cards with the same name as them. As they go around the classroom, encourage the students to use the greetings or farewells listed on the board. With each student they meet, they should try to use different greetings and farewells; e.g., – 你好！我叫 _____。(Good morning. My name is _____.) – 你叫什么名字？(What is your name?) – 早上好！明天见！谢谢！ (See you tomorrow. Thank you very much.)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- exchange greetings and farewells?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they greet and say farewells to other students as they look for matching pairs. Use the rating scale to assess how well students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ A set of cards with Chinese names.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. exchange greetings and farewells	➢ **Telephone Call** Introduce and practise the following telephone conversations: Scenario 1 – 在家 (The intended receiver is at home.) A: 喂！请问 __(name)__ 在不在？ (Hello, is _____ there?) B: 请等一等。(One moment, please.) A: 喂！我是明明。你明天可不可以来我家玩？ (Hi, I'm Mingming. Can you come over and play tomorrow?) C: 好啊！(Sure.) A: 好的，明天见！(Good, see you tomorrow.) C: 再见！(Bye!) Scenario 2 – 不在家 (The intended receiver is not at home.) A: 喂！请问 __(name)__ 在不在？ (Hello, is _____ there?) B: 对不起！他不在。你是谁？ (Sorry, he is not home. Who is it?) A: 我是 __(name)__，我的电话是 123–4567。(I'm _____. My number is 123–4567.) B: 好！我会告诉他。(Alright, I'll tell him.) A: 好的！谢谢！(Good, thank you.) B: 再见！(Bye!) A: 再见！(Bye!) Have the students work in pairs to practise the conversations. Have the student pairs then partner up with another group and present the conversations to each other.

A–4.1
manage personal relationships

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- exchange greetings and farewells?

➢ **Anecdotal Notes**
Observe students as they present in their telephone call dialogues. Record anecdotal notes of the extent to which they are able to exchange greetings and farewells (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Toy telephones (optional).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. address a new acquaintance and introduce themselves	➢ **Introductions** Prior to this activity, review with the students how to greet a new acquaintance and how to introduce themselves in Chinese. Arrange to pair up with another Chinese class in the school (or divide the class into two groups and have them pretend this is the first time they have met). When the students meet each other, have them greet each other and introduce themselves. Once everyone has done so, have each student introduce his or her partner to the rest of the class.
A–4.1 manage personal relationships	➢ **Skits** Invite the students to prepare simple skits including greetings, introductions and farewells. Provide the students with model dialogues that they can use when preparing their skits. Consider videorecording these skits so that the students can view their own performances. **Extension** Invite the students to randomly select cards with the names of members of the community; e.g., 老师，牧师/神父，同学，伙伴 (a teacher, priest, student, parent). Have the students role-play greeting each other and introducing themselves based on the names they selected.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • address a new acquaintance and introduce themselves?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they meet students from another Chinese class. Use the checklist to assess if students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they perform the skits. Record anecdotal notes of the extent to which students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Sample dialogues, video recorder.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships c. exchange some basic personal information	➢ **Question and Answer** Introduce questions and responses used for exchanging basic personal information; e.g., – 我叫 (name)。你叫什么名字？ (My name is _____. What is yours?) – 我 _____ 岁。你几岁？ (I'm nine years old. How old are you? /How about you?) – 我的电话号码是_____。你的电话号码是多少？(My telephone number is _____. What is yours?) – 我家有 _____ 口人。你家有几口人？(I have _____ members in my family. How many do you have?) – 我家有_____、_____、_____，还有 _____。你家有什么人？ (I have a _____, _____, _____, and _____ in my family. Who do you have in your family?) Have the students circulate and practise asking and responding to these questions. ➢ **Where Do You Live?** Ask the students the names of the neighbourhoods in which they live. List these neighbourhoods and display the list beside a community map. Translate these names into Chinese with Hanyu Pinyin. Read them one by one and have the students repeat them three times. Have the students then form two concentric circles, face each other, introduce themselves and ask their partners, 你住在哪儿？/你家在哪里？(Where do you live?) 我住在 (neighbourhood)。你住在哪儿？/你家在哪里？ (I live in (neighbourhood). Where do you live?) The inside circle then rotates one person clockwise and the students repeat the exchange.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • exchange some basic personal information?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they exchange information using the learned questions and responses. Students use the checklist to determine if they are able to exchange some basic personal information (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Informal Observation** Observe students as they ask one another where they live. Make mental notes of the extent to which students are able to exchange some basic personal information. Offer feedback, encouragement and praise as needed.	➢ Community map.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. investigate the immediate environment *(continued)*	➢ **Touring the School** Take the students around the school (inside and/or outside), teaching the applicable vocabulary related to the different parts of the school and introducing students to people who have different jobs; e.g., 教务处，体育馆，音乐室 (office, gym, music room). Have the students prepare and place Chinese labels at various locations to indicate the place and the position of school employees who work there. Post labelled photographs of the school environment around the classroom. Have the students review the vocabulary using these photographs. ➢ **What Is This?** Teach students the question "这是什么？" (What is this?). Have the students find a piece of classroom furniture or an object and stand beside it. They then take turns asking you, "这是什么？" (What is this?). Answer and place a word card by the object. After each student has asked at least one question, have them find another object to stand by. Repeat this process one or two more times and then reverse the roles. If there is a large number of students in the class, students can be grouped into small groups of two or three.

A–5.1
discover and explore

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • investigate the immediate environment?	
➢ **Informal Observation** Observe students as they tour the school, recognizing and responding to different locations in Chinese. Make mental notes of the extent to which students are able to investigate the immediate environment. Offer feedback, encouragement and praise as needed.	➢ Photographs of school, index cards, markers.
➢ **Learning Log** After asking about various objects in the classroom, have the students reflect on their learning and on how well they were able to investigate the immediate environment.	➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. investigate the immediate environment *(continued)*	➢ **The Outdoors** Introduce vocabulary related to the outdoor school environment, such as grass, trees, sky, leaves, school, door and review the colour vocabulary. Have the students create charts similar to the one below. Take the students outside to complete their charts. Provide a chart with both Pinyin and Chinese characters for students to refer to and encourage the students to try to find each object.

A–5.1
discover and explore

东西 (Objects)	颜色 (Colours)
学校 (school)	
树 (tree)	
门 (door)	
叶 (leaf)	
天空 (sky)	
草 (grass)	

Teacher asks: 这是什么颜色? (What colour is this?)

Afterward, have the students share their findings orally with a partner.

➢ **Listen and Move, Stop and Answer**
Have the students move around the room as Chinese music plays. Stop the music periodically and call on individual students to respond to questions like—谁在你的前面？(Who is in front of you?) 谁离你最近？(Who is nearest you?) 谁在你的后面？(Who is behind you?) 你在哪里？(Where are you?) 你看见什么？(What can you see?)

Take the opportunity to discuss the music used and its relevance to Chinese culture.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- investigate the immediate environment?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they identify things in the outdoor environment. Students use the checklist to determine if their peers are able to investigate the immediate environment (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Chart with two columns and 10–15 rows.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they move and answer questions about what is around them in the classroom. Use the rating scale to assess how well students are able to investigate the immediate environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Chinese music, audio equipment.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore a. investigate the immediate environment	➢ **Blind Identification (Advanced Activity)** Working in pairs, have the students take turns being the "guide" and being "blindfolded." The guide slowly and carefully walks around the classroom with the blindfolded student, stopping at various locations such as in front of the blackboard, in the door way, in front of a window, in front of a desk. The blindfolded students feel the area and use all their senses to determine where they are or what is in front of them. They describe in Chinese where they are or what object they feel in front of them. Smaller classroom items can also be placed in their hands for identification (e.g., board eraser, globe, pointer). Have the students then switch roles and the activity is repeated.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- investigate the immediate environment?

➢ **Anecdotal Notes**
Observe students as they identify objects in the classroom while blindfolded. Record anecdotal notes of the extent to which students are able to investigate the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Blindfolds.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information a. gather simple information *(continued)*	➤ **Hidden Object** Ask one student to leave the classroom while an object is hidden. Upon his or her return, have the student ask questions to determine the location of the hidden object. The questions they ask must elicit a 是 (Yes) or 不是 (No) answer only (e.g., "Is the eraser under _____?"). Consider using vocabulary such as "橡皮是在_____下面吗？" and "不是。" ➤ **Guessing Game** Prepare theme-related picture cards and pick one card for students to guess. Have the students gather clues by asking yes and no questions; e.g., 是不是红色的？(Is it red?) 是/不是/有没有眼睛？(Does it/does it not have eyes?) 有/没有？(Have/have not…?) 可不可以吃的？(Is it or is it not edible?) 可以/不可以 (Can/cannot …). **Alternative Activity** Assume the identity of a well-known person. Have the students ask appropriate questions to determine the person's identity. Once students are comfortable with the process, they can play the game in small groups.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- gather simple information?

➢ **Informal Observation**
Observe students as they ask and answer questions to find a hidden object. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they play a guessing game. Use the checklist to assess if students are able to gather simple information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Classroom objects or props.

➢ Picture cards.

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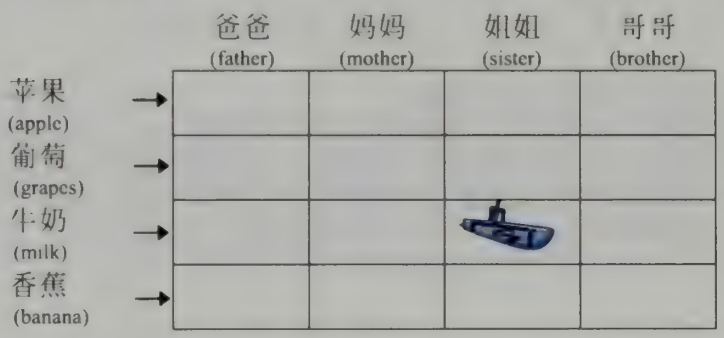
General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information a. gather simple information	➢ **Battleship** Distribute battleship grids with the names of family members across the top and food items listed down the left side. Have the students play battleship by placing ships anywhere on the grid. Encourage the students to guess until they "sink" the other's ship; e.g., 姐姐喜欢喝牛奶。(Sister likes to drink milk.)



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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- gather simple information?

➢ **Informal Observation**
Observe students as they play battleship. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Battleship grids, ships.

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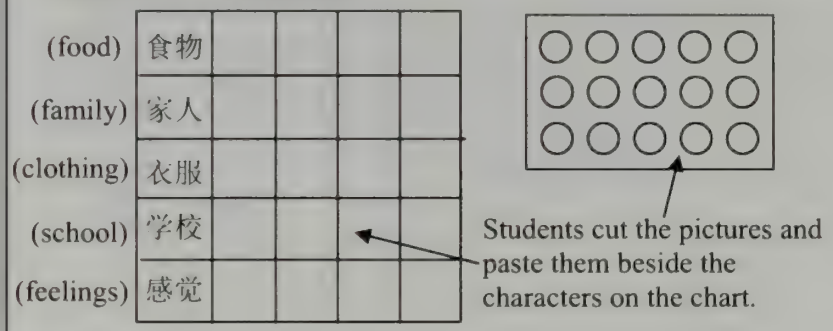
General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. organize items in different ways **A–5.2** gather and organize information	➢ **Organizing Vocabulary** Give the students a list of known vocabulary words in Chinese. Ask the students to arrange the words in different ways; e.g., by colour, size, function, feeling. Prepare and distribute a worksheet and pictures of different vocabulary items. Have the students cut out the pictures and paste them onto the worksheet.  ➢ **Mystery Boxes** Prepare "mystery boxes" — collections of miscellaneous mixed objects reflecting learned vocabulary, such as school objects, foods. Assign categories to the students; e.g., big or small, light or dark. Have the students, in partners, choose an object from the box and say something about it; e.g., 这块橡皮小。(The eraser is small.) Taking turns, each student takes out an object, describes it and places it into a pile based on the description.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- organize items in different ways?

➢ **Anecdotal Notes**
Observe students as they organize the vocabulary. Record anecdotal notes of the extent to which students are able to organize items in different ways (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After participating in the mystery box activity, students reflect on their learning and on how well they were able to organize items in different ways.

MATERIALS

➢ Flash cards, worksheets, pictures, scissors, glue.

➢ Mystery box with miscellaneous objects.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience problem-solving situations in the classroom	➢ **School Problems** Divide the students into small groups. Have each group act out a possible problematic situation that could occur in the school. Using as much Chinese language as possible, the students act out and express different ways in which the problem could be resolved. **Extension** Divide the students into pairs and have them practise expressions related to problem solving with their partners; e.g., Student A: “该怎么办？” (What should I do?) Student B: “找人帮忙。” (Get someone to help.)
A–5.3 solve problems	➢ **Problem Solving** Prepare problem-solving situations in the classroom and ask the students “该怎么办？” (What should I do?). Situations could include: – 同学没带铅笔/午餐/功课。(Someone does not have a pencil/lunch/homework.) – 地上的东西乱七八糟。(There are things all over the floor.) – 同学受伤了。 (A fellow student is hurt.) Divide the students into groups and have them come up with a solution to each problem.
	➢ **Classroom Problems Posters** Invite the students to create posters highlighting a potential problem in the classroom, such as forgetting your homework, breaking a window, losing your pen. Have the students illustrate the classroom problem and provide a written solution in Chinese characters and/or Hanyu Pinyin. The solution should include “survival” language phrases that are taught throughout the year. Mount the posters in the classroom for student reference.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience problem-solving situations in the classroom?

➢ **Anecdotal Notes and Conferencing**
Observe students as they participate in the problem-solving scenario role-plays. Record anecdotal notes of the extent to which students are able to experience problem-solving situations in the classroom (see sample blackline master in Appendix E: Anecdotal Notes). Discuss students' progress and their goals for future learning.

MATERIALS

➢ Various scenarios that involve problems at school.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they generate solutions to problems presented in class. Students use the checklist to determine if their peers are able to discuss and find solutions to problem-solving situations in the classroom (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ None required.

➢ **Informal Observation**
Observe the students as they review problems and solutions in the classroom and create posters. Make mental notes of the extent to which students are able to experience problem-solving situations in the classroom. Offer feedback, encouragement and praise as needed.

➢ Poster materials.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen attentively to expressed opinions *(continued)*	➢ **Planning a Party** Divide the students into two groups to plan a party. Ask them to conduct a simple poll and listen to their group's opinions on food choices, music and so on. Have the students create tally sheets and record the opinions expressed by their classmates. **Extension** Follow up and have a class party based on the opinions expressed by the students.
A–5.4 explore opinions and values	➢ **Recording Likes and Dislikes** Prepare a chart that lists thematic vocabulary or pictures across the top. List the students' names down the left side of the page. Ask individual students to state their preferences. As each student states what he or she likes or dislikes, the rest of the class checks off the appropriate boxes; e.g.,「我最喜欢 …」(I like … the most.)「我最不喜欢 …」(I like … the least.)

活动 (activity) / 学生名字 (name)	念儿歌 (recite/read aloud nursery rhymes)	做语文游戏 (play language games)	唱歌 (sing)	听故事 (listen to stories)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • listen attentively to expressed opinions?	
➢ **Informal Observation** Observe students as they listen to and record the opinions of others when planning a party. Make mental notes of the extent to which students are able to listen attentively to expressed opinions. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Learning Log** After completing a chart on class preferences, students reflect on their learning and on how well they are able to listen attentively to expressed opinions.	➢ Worksheet that lists thematic vocabulary or pictures and students' names.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen attentively to expressed opinions **A–5.4** explore opinions and values	➢ **How Well Do I Listen?** Make a list of previously learned thematic vocabulary available to the students on a word wall, pocket chart or handout. As a warm up activity, ask the students what they like or dislike with reference to the list; e.g., 你喜欢吃什么？(What do you like to eat?), 你不喜欢吃什么？(What don't you like to eat?). After this warm up, explain that three students will be asked to express their preferences from the list. The students are to listen attentively, as they may be called upon to repeat the likes or dislikes expressed by these three individuals. After the first three students have expressed their opinions, ask individual students about a like or dislike that one of the three expressed; e.g., George 喜欢吃什么？(What did George like?), Monique 不喜欢吃什么？(What did Monique dislike?). ➢ **Agree or Disagree** Teach sentence patterns used to agree or disagree. Ask the students to take turns expressing their opinions using the learned sentence patterns; e.g., 同意 (agree) or 不同意 (do not agree). For example: – 冰球是一种好玩的运动。(Hockey is a fun sport.) – 我不同意，我觉得篮球是好玩的运动。(I disagree. I think basketball is a fun sport.) – 比萨饼是最好吃的食物。(Pizza is the best kind of food.) – 我同意，我最爱吃比萨饼。(I agree. I love pizza.)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen attentively to expressed opinions?

➢ **Anecdotal Notes**
Observe students as they listen to the opinions of their classmates and answer questions. Record anecdotal notes of the extent to which students are able to listen attentively to expressed opinions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Word wall, pocket chart or handout.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with the students before they practise using vocabulary to agree and disagree. Students use the checklist to determine whether they are able to listen attentively to expressed opinions (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.4 explore opinions and values b. respond sensitively to the ideas and products of others	➢ **Feedback** After the students present their projects to the rest of the class, have other students give positive verbal or written feedback in Chinese; e.g., 我觉得你做得很好。(I think you did well.) / 我很喜欢你画的图画。(I like your painting.) / 我很喜欢你穿的衣服 (I like your clothes.) / 我喜欢你做的三明治 (I like the sandwich you made.) / 你的歌唱得很好。(Your singing is good.) ➢ **Positive Puppet Show** Divide the students into pairs. Have them think of a simple story in which feedback (negative and positive) was given in a sensitive way. Have the students create and practise a dialogue based on the story and present to the class.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond sensitively to the ideas and products of others?

➢ **Informal Observation**
Observe students as they give feedback to their peers after their presentations. Make mental notes of the extent to which students are able to respond sensitively to the ideas and products of others. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ None required.

➢ **Anecdotal Notes**
Observe students as they present a puppet show modelling sensitive feedback. Record anecdotal notes of the extent to which students are able to respond sensitively to the ideas and products of others (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Puppets.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun A–6.1 humour/fun	➢ **Language Fun Day** Teach the students simple and fun Chinese nursery rhymes, skipping songs and action songs and have the students play games with these rhymes and songs. Divide the class into small groups and assign each group a different rhyme or song. Have each group practise and memorize its rhyme or song and then present it to the class. ➢ **Tongue Twisters** Teach the students Chinese tongue twisters. Invite the students to practise the tongue twisters in groups. Have the groups work together to create new Chinese tongue twisters and challenge other groups to say them three times fast. **Extension** Have the students keep a log of tongue twisters throughout the year featuring vocabulary from each unit. After several units, ask the students to choose their favourite tongue twisters and make posters of them which are then displayed in the class.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language for fun?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present their songs or rhymes. Students use the checklist to determine if their peers are able to use the language for fun (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they practise, create and perform Chinese tongue twisters. Use the checklist to assess if students are able to use the language for fun (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chinese nursery rhymes, Chinese songs.

➢ Simple Chinese tongue twisters.

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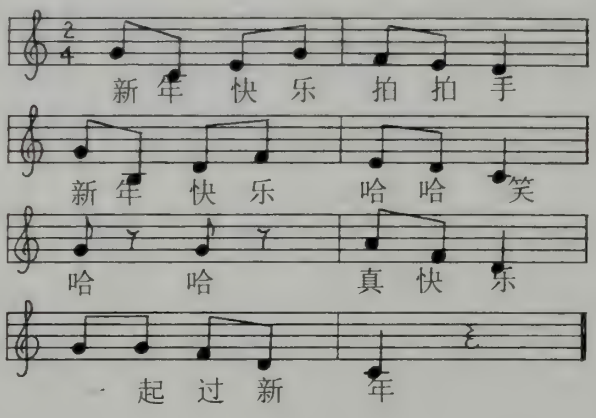
General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively *(continued)*	➢ **Songs, Poems and Nursery Rhymes** Invite the students to chant or sing Chinese songs, poems and nursery rhymes. Once they have mastered the tune and rhythm of the song, have them create their own versions using words related to the theme being studied; e.g., classroom objects, colours, animals. **Extension** Have the students record performances of their new songs and play them back for the class. ➢ **Autobiographical Poems** Invite each student to compose an autobiographical poem based on a pattern; for example, Name Favourite colour Favourite food I like… Last name ➢ **A Chinese New Year Song** Have the students learn Chinese New Year songs; e.g., Encourage the students to play with the words and rhythm of the songs.

A–6.2 creative/aesthetic purposes

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language creatively?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create their songs, poems or nursery rhymes. Students use the checklist to determine if their peers are able to use the language creatively (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Chinese poems, rhymes and songs, recording equipment.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they compose their autobiographical poems. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Observation Checklist).	➢ Sample autobiographical poems.
➢ **Informal Observation** Observe students as they sing New Year songs and play with the words and rhythm. Make mental notes of the extent to which students are able to use the language creatively. Offer feedback, encouragement and praise as needed.	➢ Chinese New Year's songs.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively	➢ **Rhymes and Songs** Teach the students rhymes and songs in Chinese; e.g., 四季 (Four Seasons) 春天到，到处跑， 小朋友，哈哈笑。 夏天到，乐陶陶， 大家一起蹦蹦跳。 秋天到，叶子掉， 背着书包到学校。 冬天到，戴皮帽， 不戴皮帽就病倒。 Divide the students into groups and have them come up with actions for the rhymes and songs. ➢ **Share Your Chinese at Home** Encourage the students to share oral Chinese with their families. Have each student develop a plan of what they wish to share; i.e., Chinese vocabulary they feel confident with—colours, names of body parts, food items, simple songs and rhymes. Quickly conference with each student, offering suggestions to keep their oral demonstrations simple, tangible and positive. Encourage students to develop simple pictures, collages or other props to make their sharing more interesting.

A–6.2
creative/aesthetic purposes

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language creatively?

➢ **Informal Observation**
Observe students as they sing songs or recite rhymes and come up with actions to accompany them. Make mental notes of the extent to which students are able to use Chinese creatively. Offer feedback, encouragement and praise as needed.

➢ **Learning Log**
After demonstrating simple Chinese vocabulary, songs or rhymes to their families, students reflect on their learning and on how well they were able to use Chinese creatively.

MATERIALS

➢ Songs, rhymes.

➢ Simple visual props (optional).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Fun with your Family** Have the students involve their families by teaching family members some basic phrases and sayings in Chinese. If possible, have the students and their family members participate in a role-play and have them audio or video record the performances. Invite the students to play their recordings for the class. ➢ **Fun and Games** Take the students out to the schoolyard or to the gym to play cooperative games in groups. Those who are waiting for their turns can practise saying 加油！ 加油！ (Good going! Keep it up!) to encourage and cheer for their team members. ➢ **Personal Dictionary** Ask the students to keep personal dictionaries in which they draw pictures for Chinese characters learned. They can add Hanyu Pinyin if they wish and decorate their dictionaries.

A–6.3
personal enjoyment

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for personal enjoyment?	
➢ **Anecdotal Notes** Observe students as they role-play with family members some basic phrases and sayings in Chinese. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Audio or video recording equipment.
➢ **Informal Observation** Observe students as they interact in Chinese during the cooperative games. Make mental notes of the extent to which students are able to use the language for personal enjoyment.	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they exchange their personal dictionaries with partners. Students use the checklist to determine if their peers are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Booklet or paper, markers, materials for decorating.

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Language Competence

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

a. pronounce some simple words and phrases comprehensibly *(continued)*

LC–1.1 phonology

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Common Phrases**
Teach commonly used phrases in pairs; e.g., 谢谢 (Thank you), 不用谢（别客气/不客气。） (Don't mention it. You're welcome.), 对不起 (Pardon me.), 没关系。(It's alright.).

Have the students sit in a circle. One student turns to his or her neighbour to the right and says a common phrase; e.g., 谢谢 (thank you). The receiving student chooses to say 谢谢 (thank you) to his or her neighbour to the right and continue the pattern in the same direction, or change the direction of the circle by saying 不客气 (you're welcome) to his or her neighbour on the left.

➢ **Puppet Show**
Introduce the commonly used phrases 谢谢 (thank you) and 不客气 (you're welcome). Divide the students into groups and have them come up with scenarios in which these phrases are used. Invite volunteers to perform scenes using these expressions. For example, student A picks up a book for student B and student B says, 谢谢 (Thank you). Student A then says, 不客气。(You're welcome.)

➢ **Vocabulary Bag Game**
Review eight to ten theme-related words or recently learned words with the class. Then put all those words into a bag and play music as the students pass the bag. Stop the music and the student who has the bag draws a card, reads it out (1 point) and uses it in a sentence or phrase (2 points).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- pronounce some simple words and phrases comprehensibly?

➢ **Informal Observation**
Observe students as they say some common phrases. Make mental notes of the extent to which students are able to pronounce some simple words and phrases comprehensibly. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they perform scenes containing common expressions. Record anecdotal notes of the extent to which students are able to pronounce some simple words and phrases comprehensibly (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they play the vocabulary bag game. Use the rating scale to assess how well students are able to pronounce some simple words and phrases comprehensibly (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Flash cards of commonly used phrases.

➢ Puppets.

➢ Flash cards of various vocabulary words, music, slips of paper with words on them, bag.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology a. pronounce some simple words and phrases comprehensibly	➢ **Show and Tell Script** Have the students prepare a simple script describing a common object that they will introduce to the class; e.g., an apple, a person in the class, a classroom object. They display the objects (actual or an image) and introduce them to the class using their scripts. They are to pronounce the names clearly and use words, phrases and sentences properly in their descriptions. ➢ **Recording Rhyme** Introduce a rhyme and have the students repeat it three times. Have the students work in groups to practise saying the rhyme. Invite the students to record themselves saying the rhyme and play it back. Circulate among the groups and provide support. Sample rhyme: 小姐小姐别生气， 明天带你去看戏， 我坐椅子你坐地， 我吃香蕉你吃皮。 **Extension** Substitute the underlined words with other words, such as: 小姐→爸爸，妈妈（家人） 明天→今天，昨天 椅子→桌子 香蕉→面包，苹果，葡萄等 …

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- pronounce some simple words and phrases comprehensibly?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they read their show and tell scripts. Use the checklist to assess if students are able to pronounce some simple words and phrases comprehensibly (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they repeat the rhyme and record themselves saying it. Students use the rating scale to assess how well they are able to pronounce some simple words and phrases comprehensibly (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various objects.

➢ Chinese rhyme, audio recorders.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use intonation to express meaning	➢ **Modifying Intonation** Define "intonation" and have the students play with intonation using simple phrases in Chinese. Have them modify their intonation to make the phrase into a question or exclamation; e.g., 这是一个球。 *This is a **ball**.* — flat ***This** is a ball?* or *This is a **ball**?* — goes up ***This** is a ball!* or *This **is** a ball!* — spoken strongly Consider recording the students and having them review their practice.
LC-1.1 phonology	➢ **Expressing Emotion** Prepare cards labelled with emotions; e.g., 开心 (happy), 生气 (angry), 惊喜 (surprised), 害怕 (scared). Model how to say a phrase with different meanings based on emotion and have the students mimic you. Divide the students into groups and have them take turns drawing emotion cards and saying a standard expression. The rest of the students in their groups must guess the emotion they are portraying. **Alternative Activity** Read phrases using various emotional intonations. Have the students vote for the intonation that best suits the expression.
	➢ **Statements to Questions** Introduce various nouns. Have the students practise saying "This is a _____" and then changing their intonation to make a question: "This is a _____?" For example, – 这是苹果。 (This is an apple.) – 这是苹果？ (This is an apple?)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use intonation to express meaning?	
➢ **Anecdotal Notes** Observe students as they use intonation to create questions and exclamations. Record anecdotal notes of the extent to which students are able to use intonation to express meaning (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Recording equipment.
➢ **Learning Log** After saying emotion expressions in small groups, students reflect on their learning and on how well they were able to use intonation to express meaning.	➢ Cards labelled with emotions.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they practise saying sentences as statements and questions. Students use the checklist to determine if their peers are able to use intonation to express meaning (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology c. pronounce some commonly used initials and finals *(continued)*	➢ **Initials and Finals** Introduce and practise commonly used initials and finals. Combine an initial and a final to demonstrate the pronunciation as a "character" that bears that sound; e.g., m + ā = ma (妈) b + ǐ = bǐ (笔) l + e = le (了) initials: b p m f d t n l g k h finals: yi wu i u a e ➢ **Rhyme** Model and review basic pronunciation combinations and then introduce key characters from the rhyme "My Body." Have students echo read the rhythmic pattern. Point to the appropriate part of body while saying each sentence. For example: – 这是我的鼻子。 (This is my nose.) – 这是我的头。 (This is my head.) – 这是我的眼睛。(These are my eyes.)

* Consonants and vowels are also referred as initials and finals in the Pinyin system.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • pronounce some commonly used initials and finals?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with the students before they practise commonly used initials and finals. Students use the checklist to determine if they are able to pronounce some commonly used initials and finals (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Hanyu Pinyin chart.
➢ **Anecdotal Notes** Observe students as they pronounce initial and final sounds in a rhyme. Record anecdotal notes of the extent to which students are able to pronounce some commonly used initials and finals (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Rhyme「我的身体」(My Body), poster of body parts.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology c. pronounce some commonly used initials and finals	➢ **Pronouncing Vocabulary Words** Introduce new vocabulary words related to a specific lexical field and have the students practise pronouncing them. Fruit vocabulary: Pass plastic fruit to students and ask, 你有什么？(What do you have?) The students answer, 我有 …. (I have ….) Weather vocabulary: Introduce weather phrases by using a class calendar; e.g., 下雨，刮风，有太阳 (rainy, windy, sunny). Teacher says: 今天的天气怎么样？ (How is today's weather?) 有没有下雨？(Is it rainy?) Students say: 下雨/没有下雨。(Yes, it is./No, it isn't.) ➢ **Numbers in the Classroom** After teaching the numbers 1 to 10, introduce more numbers to the students by asking them how many students (boys/girls) there are in the class. For example: Teacher: 今天有几个男生来了？ (How many boys are present today?) Students: 今天有十三个男生来了。(There are 13 boys present today.) 今天有二十个女生来了。(There are 20 girls present today.) Review basic classroom objects and ask the students the quantity of these objects found in the classroom.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • pronounce some commonly used initials and finals?	
➢ **Informal Observation** Observe students as they practise pronouncing vocabulary words related to topics such as fruit and the weather. Make mental notes of the extent to which students are able to pronounce some commonly used initials and finals. Offer feedback, encouragement and praise as needed.	➢ Flash cards and posters with various vocabulary words, class calendar.
➢ **Learning Log** After responding to questions using numbers, students reflect on their learning and on how well they were able to pronounce some commonly used initials and finals.	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

LC–1.1 phonology

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
d. recognize the four tones	➢ **The Four Tones** Prepare cards as follows and display them in a pocket chart.

					–	ˊ	ˇ	ˋ
b	+	a	=	bā	bá	bǎ	bà
p	+	a	=	pā	pá	pǎ	pà
m	+	a	=	mā	má	mǎ	mà
f	+	a	=	fā	fá	fǎ	fà

Read the combinations to the students and demonstrate by using hand and arm motions. Ask the students to identify the pattern. Add:

d	+	i	=	dī	dí	dǐ	dì
t	+	i	=	tī	tí	tǐ	tì
n	+	i	=	nī	ní	nǐ	nì
l	+	i	=	lī	lí	lǐ	lì

Review the cards one more time. Remove the four tones cards from the pocket chart, shuffle them and give one card to each student. Ask the students to find their groups, e.g., mā, má, mǎ and mà, arrange themselves in the tone order and stand together as a group. Have each group member take a turn reading his or her combination. Encourage the students to help each other during this activity.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize the four tones?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they identify the four tones and group themselves based on the four tones. Use the rating scale to assess how well students are able to recognize the four tones (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Cards, pocket chart.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography a. be aware of some elements of the writing system	➢ **The Strokes** Introduce the strokes and the names of the strokes while printing the characters on the board. Ask the students to use their index fingers to write in the air or on their desks as you demonstrate each stroke. Prepare a chart of the basic strokes for each student and divide them into pairs. Have Student A point at a stroke and Student B say the name of the stroke. Ask the students to take turns practising saying the names of the strokes. **Extension** Have the students use different body parts, e.g., 左手，右手，头，左脚，右脚 (left hand, right hand, head, left foot, right foot), to write the strokes in the air. Have the students say the names of the strokes while writing; e.g., 横，竖，撇，捺，点 (stroke names).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- be aware of some elements of the writing system?

➢ **Learning Log**
After copying the strokes in the air and saying the names of the strokes, have the students reflect on their learning and on how well they were aware of some elements of the writing system.

MATERIALS

➢ A chart of basic strokes 「笔画表」.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography b. be aware of simplified and traditional characters	➢ **Characters Comparison** Display the simplified and traditional forms of characters on a chart; e.g., 笔/筆 (pen), 书/書 (book), 图/圖 (picture), 学生/學生 (student), 老师/老師 (teacher). Have the students look for similarities and differences between the simplified form and the traditional form of the characters. Encourage the students to share what they observe. Continue to add new characters as students are introduced to more vocabulary and expressions throughout the year. ➢ **Names** Teach the students how to write their names in Chinese. Use students' Chinese names to demonstrate the simplified and traditional forms of the characters. Prepare cards of the students' names in both forms and have the students find both the simplified and traditional versions.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Is the student:

- be aware of simplified and traditional characters?

➢ **Learning Log**
After discussing similarities and differences between simplified and traditional forms of characters, students reflect on their learning and on how well they were aware of simplified and traditional characters.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they differentiate between simplified and traditional characters. Use the checklist to determine if students are aware of simplified and traditional characters (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ A chart of simplified and traditional forms of Chinese characters.

➢ Cards of students' names.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – self – school – family – food – clothing – any other lexical fields that meet their needs and interests *(continued)*	➢ **Classroom Expressions** At the beginning of the year, establish basic daily classroom routines; e.g., marking the calendar, noting the weather. Use common phrases and expressions during these routines (see Appendix B: Vocabulary and Classroom Expressions) and have the students take turns leading these routines each day. Review frequently used classroom expressions. Divide the class into two groups and ask the groups to play charades with those expressions. For example: – 你好！(Hello!) – 我可不可以喝水？ (May I please have a drink?) – 老师再见。(Good-bye, teacher.) ➢ **My Family** Ask the students to create family albums in which they include drawings or pictures of their family members. Have the students label the pictures with the family roles (e.g., my father, my mother, my sister) and say one thing about each family member; e.g., My father likes to golf. Have them share these albums with partners and post them in a class display. ➢ **Body Parts** Review the different body parts and invite the students to follow commands related to the body parts; e.g., – 小明！请你把红苹果放在老师的手上。(Xiao Ming, please place the red apple in the teacher's hand.) – 小明！请你把这本书放在小玲的头上。(Xiao Ming, please place this book on Xiao Ling's head.) **Alternative Activity** Teach songs about the body parts; e.g., 两只老虎 (Two Tigers), 头儿，肩膀 … (Head and Shoulders). Have the students repeat the songs and point to the appropriate body parts as they sing.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts?

➢ **Anecdotal Notes**
Observe students as they use common phrases during classroom routines and play charades using classroom expressions. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Calendar, weather chart, markers.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create family albums. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ Booklet, photographs, markers.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they follow commands related to the body parts. Use the rating scale to assess how well students are able to use a repertoire of words and phrases in familiar contexts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Poster with body parts vocabulary, songs 两只老虎 (Two Tigers) and 头儿，肩膀 (Head and Shoulders).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – self – school – family – food – clothing – any other lexical fields that meet their needs and interests *(continued)* **LC–1.3** lexicon	➢ **Skits** Brainstorm different school activities; e.g., 我在读书。(I am reading.), 我在踢球。(I am playing soccer.), 我在找书。(I am looking for a book.). Divide the students into groups of three or four and have them prepare skits of a school scenario using these activities. ➢ **Word Picture Game** Have the students work in groups of three or four. Provide each group with pictures of a variety of words studied in class. Say a particular vocabulary word out loud and have the students show the picture of the word to the class as soon as they find it. This activity could be done as a game, with a point given to the team who names and shows the picture first. **Alternative Activity** Divide the class into two teams. Show a picture to the class. The team takes turns saying what word the picture represents. If the team is correct, they earn a point.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they present skits based on school activities. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they identify pictures that match words during the game. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various props.

➢ Pictures of vocabulary words.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – self – school – family – food – clothing – any other lexical fields that meet their needs and interests **LC–1.3** lexicon	➢ **Shapes Introduction** Introduce shapes by showing objects found in the classroom and saying, 这是圆形。(This is a circle.), 这是方形。(This is a square.), 这是长方形。(This is a rectangle.), 这是三角形。(This is a triangle.). Give the students different paper shapes and have them use the shapes to create pictures, then describe the shapes used. ➢ **Missing Shapes** Review basic shapes with the students by putting the shapes on the board or in a pocket chart. Have the students close their eyes while one of the shapes is taken away. Ask the students to identify which shape was taken away; e.g., – 我拿走了什么？(What did I remove?) – 你拿走了三角形。(You removed a triangle.) ➢ **Colour Days** Introduce colour vocabulary; e.g., 红，黄，蓝，绿，黑，白，紫，咖啡色 (red, yellow, blue, green, black, white, purple, brown). Have "colour days"; for example, students wear something red on "red day" and take turns saying: – 「我/他穿红色的衣服」(I am/he is wearing red clothes.) – 「你穿绿色的裤子」(You are wearing a pair of green pants.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they use the shapes to create pictures. Students use the checklist to determine if their peers are able to use a repertoire of words and phrases in familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Learning Log**
After identifying the missing shapes, students reflect on their learning and on how well they were able to use a repertoire of words and phrases in familiar contexts.

➢ **Informal Observation**
Observe students as they participate in colour day. Make mental notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Paper shapes, glue, scissors.

➢ Word cards of shapes, shapes, pocket chart.

➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use, in modelled situations,★ the following grammatical elements: **Basic Adjectives** **形容词** **Conjunction** **连词** – 和 **Interrogative Words/Phrases** **提问代词** – 谁? **Imperatives** **祈使短语** **Measure Words** **量词** – 个、本 **Negation** **否定** – 不 + adjective – 不 + verb – 没有 + noun **Nouns** **名词** **Modal Particles** **语气词** – 吗、呢 **Possessive Indicator** **助词** – 的 **Pronouns** **代词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **Verbs** **动词** *(continued)*	➢ **Adjectives Ring Toss** Set up several sticks labelled with different adjectives; e.g., 大/小，长/短，高/矮 (big/small, long/short, tall/short). Divide the students into teams. Using flash cards, show a noun and have the students toss a ring around the adjective that best describes it. Hoops and bean bags could also be used if sticks and rings are not available. ➢ **Simon Says** Play「孔子说」(Simon Says) with the students using imperatives; e.g., 站起来 (stand up), 洗洗脸 (wash your face), 摇摇头 (shake your head), 手放在头上面 (put your hand on your head), 拍两下 (clap twice). ➢ **Pronouns** Introduce pronouns to students; e.g., 我，你，他，她 (I, you, he, she). Divide the students into groups of three and have them introduce themselves to the class, then the other two students in their groups. For example: 我是女生 (I am a girl.) 你是女生 (You are a girl.) 他是男生 (He is a boy.) Underlined nouns can be replaced with names. ➢ **Measure Words** Introduce measure words while teaching new vocabulary; e.g., ·只鸡，·本书，·支笔，·只手，·件衣服，·个球。 (a chicken, a book, a pen, a hand, a shirt, a ball). Display signs of 支, 只 and 个 (measure words) around the room. Say each word and have the students gather around the measure word sign that best describes the object.

LC–1.4 grammatical elements

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student

- use, in modelled situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they engage in the adjectives ring toss game. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., adjectives (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play Simon Says. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements; e.g., imperatives (see sample blackline master in Appendix E: Observation Checklist).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before introducing pronouns. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements; e.g., pronouns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they match the measure words to various nouns. Students use the rating scale to assess how well they are able to use, in modelled situations, the given grammatical elements; e.g., measure words (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Flash cards of common nouns, rings, sticks, labels.

➢ None required.

➢ None required.

➢ Measure word signs.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. use, in modelled situations, the following grammatical elements: **LC–1.4 grammatical elements** **Basic Adjectives 形容词** **Conjunction 连词** – 和 **Interrogative Words/Phrases 提问代词** – 谁? **Imperatives 祈使短语** **Measure Words 量词** – 个、本 **Negation 否定** – 不 + adjective – 不 + verb – 没有 + noun **Nouns 名词** **Modal Particles 语气词** – 吗、呢 **Possessive Indicator 助词** – 的 **Pronouns 代词** **Sentence Pattern 句型** – subject + verb + object – subject + verb **Verbs 动词**	➢ **Simple Sentence Pattern** Write a sentence pattern, e.g., 我在 … 吃 … (I eat … at …), on the board. Model completing the sentence patterns by posting picture cards of places and foods. Prepare a set of pictures of different places in the school and of various foods. Put them into two different piles and have the students pick one from each pile and make sentences using the pattern. For example, 我在图书馆吃香蕉。 (I eat a banana in the library.) ➢ **Negation** Present pictures or objects and ask the students questions about them can be answered with negation or affirmation; e.g., – 这个球大不大? (Is this ball big?) – 不大 or 大。(It is not big./It is big.) More examples: 小/不小，长/不长，短/不短，漂亮/不漂亮；干净/不干净，高/不高，矮/不矮 (small/not small, long/not long, short/not short, pretty/not pretty, clean/not clean, tall/not tall, short/not short). ➢ **Adjectives** Teach the song「小星星」(Twinkle Twinkle Little Star) then point out the adjective 小 (little). Ask the students to name small and bright objects (e.g., city lights, fireflies, diamonds, jewels). Have the students create songs using the pattern from "Twinkle Twinkle Little Star." They then share their songs with at least two classmates, one at a time. 小星星 一闪 一闪亮晶晶 满天都是小星星 高高挂在天空上 好像许多小眼睛 一闪 一闪亮晶晶 满天都是小星星

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student

- use, in modelled situations, the [given] grammatical elements?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create sentences using the sentence pattern. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements; e.g., sentence pattern: subject + verb + object (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Informal Observation**
Observe students as they respond to the questions using negation or affirmation. Make mental notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., negation. Offer feedback, encouragement and praise as needed.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create a song, using the pattern from "Twinkle Twinkle Little Star." Students use the checklist to determine if their peers are able to use, in modelled situations, the given grammatical elements; e.g., adjectives (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Whiteboard, markers, picture cards of places and foods.

➢ Pictures or objects.

➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand simple spoken sentences in guided situations *(continued)*	➢ **Following a Simple Recipe** In Chinese, demonstrate and explain how to make a simple snack, such as a sandwich. Divide the students into groups and have each group decide on a simple recipe to demonstrate to the rest of the class. Ask the students to bring the ingredients from home and share the end products with the class after their demonstrations.
LC–2.1 aural interpretation	➢ **Magic Mats** Laminate large, coloured dots and tape them to a smooth surface; e.g., gymnasium floor. Instruct the students to place one hand on a colour and then another body part on another colour. For example: – 把你的左手放在白纸上。(Put your left hand on the white dot.) – 把你的右脚放在黑纸上。(Put your right foot on the black dot.) Once the students are familiar with the game, allow one student per group to practise giving commands. Colours can be substituted with pictures of family members, clothing, weather, seasons, foods and so on.
	➢ **Shapes** After reviewing basic shapes, invite a student to come up to the board. Ask the student to draw a simple picture by following your instructions; e.g., 放一个红色的三角形在一个綠色的方形上面。（左边，右边，下面等。） (Place a red triangle above a green square.) (left, right, below, etc.). Repeat the same activity with the whole class. Have the students paste the shapes on paper and compare the pictures they have created.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand simple spoken sentences in guided situations?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they follow the instructions to create simple snacks. Use the rating scale to assess how well students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Various ingredients, simple recipes in Chinese.

➢ **Informal Observation**
Observe students as they follow instructions during the Magic Mats. Make mental notes of the extent to which students are able to understand simple spoken sentences in guided situations. Offer feedback, encouragement and praise as needed.

➢ Laminated coloured circles, tape.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they draw simple pictures based on your instructions. Use the checklist to assess if students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1or 2).

➢ Shapes, glue.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.1 aural interpretation a. understand simple spoken sentences in guided situations	➢ **Who Is It?** Post several pictures of different people, numbering each picture. Describe each person in turn without indicating the person being described. Have the students guess who you are describing by providing the number corresponding to that person. ➢ **Follow the Leader** Say sentences that contain action words and do the actions at the same time. Have the students repeat what you say and do, then work in pairs and take turns leading. As a follow up, have a student lead the class. Actions to use could include: 拍手，洗手，挥手 (clap, wash hands, wave) 摇头，点头， 梳头，洗头 (shake head, nod, brush hair, wash hair) 踏（跺）脚，踢腿，洗脸，刷牙 (stomp, kick, wash face, brush teeth)站起来，坐下来等 (stand up, sit down) Student A says: 请拍手 (Please clap your hands.) Student B shows the action. Student B says: 请摇头 (Please shake your head.) Student A shows the action.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand simple spoken sentences in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they guess the person's identity based on your description. Use the checklist to assess if students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Numbered pictures of different people pasted around the classroom.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play follow the leader. Students use the checklist to determine if they are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple spoken words and phrases in guided situations *(continued)*	➢ **Origami Finger Game** Have the students create a paper folding finger game (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, they spell out eight numbers. On the inside sections, they write eight common questions related to a theme being studied. Working in pairs or groups of three, invite the students to play their origami finger game with each other. Encourage the students to use Chinese as much as possible. ➢ **Restaurant Role-play** Teach some vocabulary related to take-out restaurants and then brainstorm what people say when they order food there. Have two students act out a scene of ordering a hamburger and a small bottle of juice. Divide the students into partners and have them repeat the scene with different food items. ➢ **Tic Tac Toe** Divide the class into two groups and ask questions related to the theme being studied. Groups take turns answering the questions. Whoever gives the correct answer can put an "X" or an "O" on the tic tac toe board until they have three "Xs" or "Os" in a row. If the question is answered incorrectly, students do not mark the board.

LC–2.2
oral production

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple spoken words and phrases in guided situations?

➢ **Anecdotal Notes**
Observe students as they play origami finger games. Record anecdotal notes of the extent to which students are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Sample origami finger game, coloured paper.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they engage in a restaurant role-play. Use the rubric to evaluate how well students are able to produce simple words and phrases in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ Sample menus, food props.

➢ **Informal Observation**
Observe students as they answer simple questions while playing tic tac toe. Make mental notes of the extent to which students are able to produce simple spoken words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

➢ Whiteboard, markers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple spoken words and phrases in guided situations *(continued)*	➢ **Snack Shops** Review food-related vocabulary, phrases and expressions. Post them on chart paper for student reference. Divide the class into three groups. Have the students from group A run the booths selling snacks, the students from group B act as customers and the students from group C act as spectators and evaluators; e.g., Group A：这是 ____，很好吃的。五块钱一个。(This is ____, very delicious. $5.00 a piece.) Group B：多少钱？太贵了！这个不好，我不要，我要这个吧。(How much? Too expensive! This one is no good, I don't want it. I'll take this one.) Group C evaluates how well groups A and B did during the role-play. Have the groups trade roles. ➢ **Shopping for Clothes** Divide the class into three groups and have each group take turns selling and buying clothing; e.g., Group A: 有什么可以帮你的？ (Can I help you?) Group B: 我要这件 _____ 衣服。(I want this _____ shirt.) 我要这顶帽子。(I want this hat.) 我喜欢这件红色的衣服。(I like this red shirt.) 很好看！(Looks nice!) Group C: spectators and evaluators

LC–2.2
oral production

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple spoken words and phrases in guided situations?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in the snack shops role-play. Students use the checklist to determine if their peers are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Sample menus, food props.

➢ **Informal Observation**
Observe students as they participate in a shopping for clothes role-play. Make mental notes of the extent to which students are able to produce simple spoken words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

➢ Clothing items, props.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.2 oral production a. produce simple spoken words and phrases in guided situations	➢ **The Most Unusual Fashion Show** Review colours and clothing vocabulary with the students. Have the students work in pairs to prepare a most unusual fashion show in which students wear clothing for different seasons and in different colours in unusual ways. Ask the students to describe what their partners are wearing. ➢ **Creating Sentences** Divide the class into three groups: Group 1 will think of the subject of a sentence; e.g., 我，你，他，我们 (I, you, he, we). Group 2 will think of a place word; e.g., 图书馆，学校等。 (library, school). Group 3 will think of an action word (verb); e.g., 刷牙，洗脸，唱歌等。 (brushing teeth, washing face, singing, etc.). When all the groups are ready, reorganize the students in a jigsaw-like fashion so that one student from the original group remains while the rest of the students change groups. The new groups work together to create a sentence; e.g., 王美丽在图书馆刷牙。 (Wang Meili is brushing her teeth in the library.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple spoken words and phrases in guided situations?

➢ **Anecdotal Notes**
Observe students as they participate in "The Most Unusual Fashion Show." Record anecdotal notes of the extent to which students are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After creating sentences in jigsaw groupings, students reflect on their learning and on how well they were able to produce simple spoken words and phrases in guided situations. For example:
- I can say …
- I would like to know more about …

MATERIALS

➢ Various clothing items.

➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.3 interactive fluency a. engage in simple interactions, using short, simple phrases	➢ **Card Game** Organize the students into groups of four. Prepare a list of 10 common theme-related questions and give each group a copy. Have the students take turns drawing from a deck of ten cards and asking a group member the corresponding question (1 to 10; Ace = 1). A point is awarded for each correct response. ➢ **Conversation** Prepare two separate sets of questions from a simple conversation. Divide the students into pairs and give each student one of the sets of questions. The first student asks his or her partner the first question on the list. The partner answers the question and then it is his or her turn to ask a question. Have the students continue asking and answering each other's questions until they have completed their dialogues. ➢ **Role-play** Teach phrases such as 等一等，请你，请问，多少钱，谢谢，再见 (one moment please, just a minute, hang on, how much is it? please, thank you, come again). Divide the students into pairs and give them 10 minutes to discuss a scenario in which they could use these expressions. These scenarios could be a short telephone call, running into a friend on the street, buying a small item at the store. Have each group act out a role-play for the class. Consider video recording these role-plays and playing them back for the students.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in simple interactions, using short, simple phrases?

➢ **Informal Observation**
Observe students as they ask and answer questions. Make mental notes of the extent to which students are able to engage in simple interactions, using short, simple phrases. Offer feedback, encouragement and praise as needed.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask questions to model a simple conversation. Use the checklist to assess if students are able to engage in simple interactions, using short, simple phrases (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they engage in role-plays. Use the rubric to evaluate how well students are able to engage in simple interactions, using short, simple phrases (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Common questions, deck of playing cards with all jacks, queens and kings removed.

➢ Lists of questions.

➢ Various props, video recorder and viewing station (optional).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and understand simple written sentences in guided situations	➢ **Sentence Patterns** Provide sentence patterns for the students, such as: – 我喜欢吃 _____。 (I like to eat _____.) – 我喜欢 _____ 色。 (I like _____ [colour].) – 这是 _____。 (This is _____.) – 我叫 _____。 (My name is _____.) Prepare a list of words with pictures. Have the students make booklets with these sentence patterns by cutting and pasting the appropriate pictures onto the blanks. Then have students read their booklets to friends.
LC–3.1 written interpretation	➢ **Scavenger Hunt** Prepare a scavenger hunt in the classroom. Invite the students to follow written directions to get to each checkpoint and collect the required item. Ensure that there are different starting points in the scavenger hunt so that only small numbers of students are at one station at a given time.
	➢ **Maze** Develop a simple maze. On the bottom provide three to five written directions. Give each student a copy of this maze and have them read the directions one at a time and follow the directions to find the way out of the maze.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and understand simple written sentences in guided situations?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they read their booklets to friends. Students use the checklist to determine if their partners can recognize and understand simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Worksheets, pictures, scissors, glue.
➢ **Informal Observation** Observe students as they follow the written directions to complete the scavenger hunt. Make mental notes of the extent to which the students are able to recognize and understand simple written sentences in guided situations.	➢ Scavenger hunt clues and items.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they follow the directions to complete the maze. Students use the checklist to determine whether their peers are able to recognize and understand simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Copies of a maze with directions in Chinese.

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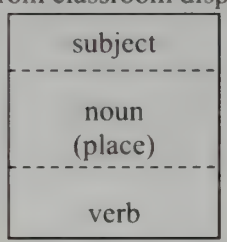
General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple written words and phrases in guided situations *(continued)*	➢ **Picture Books** In pairs, have the students create simple picture books for younger students. The books could be of common initials and basic finals with corresponding pictures; e.g., 这是一匹马。(This is a horse.)
LC–3.2 written production	➢ **Flip Booklets** Provide the students with three blank sheets that are divided into three equal sections. Ask the students to write one subject on the top section of each sheet, write one noun (place) in the middle and one verb at the bottom section. Students can select the words from classroom displays or their personal dictionaries.  Collect and duplicate the pages to make flip booklets. Have the students use these flip booklets to create sentences; e.g., 一个男生在树下看书。 1 2 3 (A boy) (under the tree) (is reading).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple written words and phrases in guided situations?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create picture books. Use the rubric to evaluate how well students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create a class flip book. Students use the checklist to determine if they are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Markers, bindings.

➢ Bindings, markers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple written words and phrases in guided situations **LC–3.2** written production	➢ **Question and Guess** Have each student tape a paper with a noun on it (e.g., a fruit) to the back of a classmate. Ask the students to prepare five or more questions designed to determine what nouns have been posted on their backs. Have the students then ask one another questions to see if they can guess which fruits they have on their backs. ➢ **Game Boards** Organize the students into groups of three or four. Give each group a blank game board; e.g., Snakes and Ladders. Ask the students to write simple directions on the different squares then play their board games. ➢ **Drawing from Description** Review words and phrases for describing a person. Divide the students into partners. Give Student A a picture of an extraterrestrial being. He or she writes three to five sentences to describe the picture, then reads the description to Student B without showing him or her the picture. Student B must draw the extraterrestrial being based on the description given by Student A and by asking questions to clarify the description. Student B then prepares five simple sentences that describe his or her creation. Invite the students to present the written sentences and the pictures to the class.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple written words and phrases in guided situations?

➢ **Learning Log**
After asking questions to identify the words posted on their backs, students reflect on their learning and on how well they were able to produce simple words and phrases in guided situations.

➢ **Informal Observation**
Observe students as they create game boards that have various directions on different squares. Make mental notes of the extent to which students are able to produce simple written words and phrases in guided situations.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they write descriptions of the pictures. Students use the checklist to determine if their peers are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Theme-related word cards.

➢ Blank game boards, game pieces, markers.

➢ Pictures of extraterrestrials.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. derive meaning from visuals and other forms of nonverbal communication in guided situations **LC–3.3** viewing	➢ **Charades** Act out different sentences; e.g., 我喜欢吃香蕉。 (I like to eat bananas.) 我不喜欢看书。 (I don't like to read.) Invite the students to guess what you are doing. Then invite a student to draw a word or picture from a bag and act out the word or picture. The class guesses what the student is doing; e.g., 洗脸，刷牙，摇头，点头，梳头，洗头，踏（跺）脚，踢腿，拍手，洗手，哭，笑 (wash face, brush teeth, shake head, nod, brush hair, wash hair, stomp, kick, clap, wash hands, cry, laugh). ➢ **Clothing for All Occasions** Provide the students with a variety of clothing advertisements from Chinese catalogues or magazines. Ask the students to describe the situations in which the clothing would be worn based on the pictures in the advertisement. ➢ **Collages** Ask the students to cut out pictures from magazines and prepare collages related to the lexical field being studied. Working in small groups, have the students take turns describing one of the collages. The other groups try to guess which collage is being described.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • derive meaning from visuals and other forms of nonverbal communication in guided situations?	
➢ **Informal Observation** Observe students as they play charades. Make mental notes of the extent to which students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations.	➢ Words and phrases on pieces of paper, bag.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before showing them clothing advertisements from Chinese catalogues and magazines. Use the rating scale to assess how well students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Clothing advertisements in Chinese.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they describe the collages. Use the checklist to assess if students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Pictures from magazines, scissors, glue.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use visuals and other forms of nonverbal communication to express meaning in guided situations **LC–3.4** representing	➢ **Story Pictures** Prepare a set of pictures to go along with a simple story. Scramble the pictures. As you read the story in Chinese, have the students correctly number the pictures based on the order of the events in the story. ➢ **Electronic Presentations** Ask the students to create slide shows based on a topic covered in class, using software. Encourage the students to use simple graphics, video and animation to express meaning. ➢ **Guess the Word or Phrase** Divide the class into teams and have the students play a drawing game or charades with vocabulary related to lexical fields previously reviewed and studied.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use visuals and other forms of nonverbal communication to express meaning in guided situations?

➢ **Informal Observation**
Observe students as they use pictures to show the sequence of events in the story. Make mental notes of the extent to which students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations.

MATERIALS

➢ Set of pictures, simple story in Chinese.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create an electronic slide show. Use the rubric to evaluate how well students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ Slide show software, digital camera, projector.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play drawing games and/or charades. Use the checklist to assess if students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ Cards with various words and phrases.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. speak at a volume appropriate to classroom situations **LC–4.1** register	➢ **Conversations** Provide the students with puppets and have them work in pairs to perform simple conversations; e.g., inviting someone to play, asking the teacher a question during a test, playing a class game. Discuss what volume would be considered appropriate when speaking in these scenarios. ➢ **Demonstration, Practice and Skit** At the beginning of the school year, demonstrate the acceptable voice volume to be used in the class in different situations. Encourage the students to follow the guidelines throughout the year and practise using the appropriate volume in classroom situations. Divide the students into groups of four or five and have them prepare skits about using acceptable volume when speaking in class.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- speak at a volume appropriate to classroom situations?

➢ **Anecdotal Notes**
Observe students as they converse using puppets. Record anecdotal notes of the extent to which students are able to speak at a volume appropriate to classroom situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based rating scale and share it with students before they present their skits about using acceptable volume when speaking in class. Students use the rating scale to assess how well they are able to speak at a volume appropriate to classroom situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Puppets.

➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. respond to tone of voice LC-4.1 register	➢ **Teacher's Mood** Prepare a worksheet with different statements on it. Beside each statement are three faces: one is happy, the second is sad and the third is angry. Read the statements using different tones of voice. Have the students colour in the face to indicate the mood based on your tone of voice. ➢ **Levels of Speech** Demonstrate standing on your tiptoes when speaking in a high, excited voice, squatting when speaking in a low, relaxed, sleepy voice and standing on flat feet when speaking in a happy voice. Have the students imitate you. After a few tries, speed up or slow down the change of tone of voice.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to tone of voice?	
➢ **Anecdotal Notes** Observe students as they identify your mood based on your tone of voice. Record anecdotal notes of the extent to which students are able to respond to tone of voice (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Worksheets.
➢ **Informal Observation** Observe students as they respond to the changes in tone of voice. Make mental notes of the extent to which students are able to respond to tone of voice. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. imitate age-appropriate idiomatic expressions	➢ **Playing** When playing board games, have the students practise using simple idiomatic expressions they have learned in class; e.g.; 对啦！好的! 非常好! 输了，也没关系！ (That's right! Right on! Excellent! If I lose, that's okay!) ➢ **Practise and Collect** Introduce the students to different idiomatic expressions and list them on the board. Have the students practise repeating these expressions. Describe simple scenarios in Chinese and have the students respond with the appropriate idiomatic expression; e.g.,

LC–4.2
idiomatic expressions

Idiomatic Expressions	Literal Meaning	English Meaning
一心一意	One heart and one mind	Very focused
丢三落四	Drop three and leave four behind	Absent-minded and forgetful
五光十色	Five sparkle and ten colours	Bright and colourful
七手八脚	Seven hands and eight feet	Many people involved in a chaotic situation
马马虎虎	Horses and tigers	Snobby
欢天喜地	Pleasant heaven and happy earth	Very happy

Ask the students to create sections in their personal dictionaries for these expressions and illustrate them. Encourage the students to add to this section throughout the year.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- imitate age-appropriate idiomatic expressions?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play board games. Use the checklist to assess if students are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After adding idiomatic expressions to their personal dictionaries, students reflect on their learning and on how well they were able to imitate age-appropriate idiomatic expressions.

MATERIALS

➢ Board games.

➢ Personal dictionaries.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.3 variations in language a. experience a variety of voices	➢ **Recorded Voices** Invite the students to listen to recordings of Chinese speakers of different ages, genders and regions. Discuss the differences in their voices as a class. **Extension** Watch Chinese cartoons that have various characters with different voices. ➢ **Guest Speakers (Advanced Activity)** Invite guest speakers to talk to the students in Chinese on a specific, prearranged topic. Encourage the students to interview the guest speakers by asking simple questions.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of voices?	
➢ **Learning Log** After listening to various speakers, students reflect on their learning and on how well they were able to experience a variety of voices.	➢ Recording of various Chinese speakers, Chinese cartoons, viewing station.
➢ **Informal Observation** Observe students as they listen to and interview the guest speakers. Make mental notes of the extent to which students are able to experience a variety of voices.	➢ Guest speakers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. imitate simple, routine social interactions	➢ **Social Interactions** Prepare picture cards of different social situations and model appropriate social phrases or expressions. Ask the students to act out the different scenarios, such as 生日会，公园，游泳池，餐馆，电影院，图书馆 (birthday party, park, swimming pool, restaurant, theatre, library), with partners or in small groups, using appropriate social conventions.
LC–4.4 social conventions	➢ **Completing Dialogues** Prepare short, open-ended dialogues that mark the beginnings of different types of social encounters; e.g., 生日会，公园，游泳池，餐馆，电影院，图书馆，学校，家里 (birthday party, park, swimming pool, restaurant, theatre, library, school, home). Have the students act out and complete the dialogues/social interactions in an appropriate manner.
	➢ **Where Are We?** Have the students work in pairs to create conversations taking place in specific settings. The rest of the class has to guess where the conversations take place; e.g., A: 「你好！你买了这么多苹果！」(How are you? You've bought so many apples!) B: 「是啊！我还要买牛奶。」(Yes, I have. I still need to buy some milk.) Answer: 超级市场 (Supermarket).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate simple, routine social interactions?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they act out the different social scenarios. Students use the checklist to determine if their peers are able to imitate simple, routine social interactions (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Picture cards of social situations.
➢ **Informal Observation** Observe students as they act out the dialogues. Make mental notes of the extent to which students are able to imitate simple, routine social interactions. Offer feedback, encouragement and praise as needed.	➢ Short open-ended dialogues.
➢ **Anecdotal Notes** Observe students as they guess where the conversations take place. Record anecdotal notes of the extent to which students are able to imitate simple, routine social interactions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use basic social expressions appropriate to the classroom **LC–4.4** social conventions	➢ **Classroom Expressions** Throughout the year, brainstorm with the students to list the basic classroom expressions they will need in class (see Appendix B: Vocabulary and Classroom Expressions). Have the students create posters and provide Chinese characters with Hanyu pinyin. Display these posters in the classroom. Regularly encourage students to use these expressions; e.g., – 我可不可以上厕所？ (May I please go to the bathroom?) – 怎样说 Thank you？ (How do I say thank you?) – 我可不可以去喝水？ (May I please have a drink?) – 老师！可不可以帮我？(Teacher, can you please help me?) – 我不明白。 (I don't understand.) – 请再说一次。 (Please say it again.) – 我不知道。 (I don't know.) – 对不起！ (Pardon me.) – 我不懂。 (I don't get it.) – 你说什么？ (What did you say?)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use basic social expressions appropriate to the classroom?

➢ **Anecdotal Notes**
Observe students as they use the posted expressions in the classroom. Record anecdotal notes of the extent to which students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Commonly used classroom expressions, poster materials.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.5 nonverbal communication a. understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture	➢ **Focus on Nonverbal** Play short videos showing Chinese people interacting with each other and ask the students to pay attention to their nonverbal behaviours. After the videos, brainstorm the nonverbal behaviours used by the people in the videos. Divide the students into pairs and have them engage in a pretend dialogue in which one of them is mute. As the "speaking" partner asks questions or makes requests of the other person, the mute partner responds nonverbally. Have the students change roles and partners several times. Consider video recording this activity for review by the students. ➢ **Talk without Speaking** Use common nonverbal behaviours to communicate with students, such as come over, sit down, open your book, offering food or drink, waving good-bye. Divide the class into groups of three and have them take turns acting out these nonverbal behaviours.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture?	
➢ **Informal Observation** Observe students as they communicate nonverbally with their partners. Make mental notes of the extent to which students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture. Offer feedback, encouragement and praise as needed.	➢ Video recording of Chinese speakers using nonverbal behaviours, viewing station.
➢ **Learning Log** After acting out the various nonverbal behaviours, students reflect on their learning and on how well they were able to understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture. For example: – Some of the nonverbal behaviours I learned were … – Nonverbal behaviour is important because … – I can use nonverbal behaviour to tell someone … – I can remember using nonverbal behaviours when I …	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–5.1 cohesion/coherence	a. use simple link words	➢ **Circle Story** Review various linking words and introduce new ones. Arrange the students in a circle. Begin the activity by stating something appropriate to the lexical field being studied; e.g., for clothing, 在行李箱里，我放了____。 (In my suitcase, I put ____). The first student repeats what you said and uses a simple linking word (e.g., conjunction) to continue the sentence. As the students take their turns, they must repeat what previous student said before adding their own ideas. Encourage the students to vary the linking words; e.g., 我也有 ____，但是我的比较小。(I also have a ____ but mine is smaller.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple link words?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they use linking words to create a circle story. Students use the checklist to determine if they are able to use simple link words (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience a variety of oral and written text forms **LC–5.2** text forms	➢ **Responding to Oral Texts** Invite the students to view Chinese television; e.g., commercials, cartoons. When a new type of oral text form is introduced, have the students respond to it in their learning logs; e.g., – I liked/disliked it because … – I found it easy/hard to understand because … – It reminded me of … ➢ **Listen and Sing** Listen to a variety of current popular Chinese songs. Give the students a print copy of the songs and have them learn to sing the chorus. ➢ **A Variety of Printed Texts** Present various print materials to the class, such as admission tickets, tourist pamphlets, postage stamps, children's sections in the newspaper, children's magazines, advertisements. Divide the students into groups of four and have them visit stations with different print materials. Encourage them to examine the texts and discuss if they have seen similar print materials before.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of oral and written text forms?	
➢ **Anecdotal Notes** Observe students as they view Chinese television and respond to it. Record anecdotal notes of the extent to which students are able to experience a variety of oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Chinese television samples, viewing station.
➢ **Informal Observation** Observe students as they listen to the songs and try to sing the chorus. Make mental notes of the extent to which students are able to experience a variety of oral and written text forms.	➢ Popular Chinese music and accompanying lyrics, audio equipment.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they visit various stations and examine different print materials. Use the checklist to assess if students are able to experience a variety of oral and written text forms (see sample blackline master in Appendix E: Observation Checklist).	➢ Variety of text forms such as admission tickets, tourist pamphlets, postage stamps, children's sections in the newspaper, children's magazines and advertisements.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.3 patterns of social interaction a. respond using very simple social interaction patterns	➢ **Improv Theatre** Divide the class into small groups. Have each group take the stage and take requests from the audience that relate to various social scenarios; e.g., first day of school, lost in a park, looking for tomatoes at the grocery store. Have the students then improv the scenario using simple interaction patterns covered in class. **Alternative Activity** Post big pictures of places such as a restaurant, a grocery store, a shopping mall. Divide the students into groups of three and assign them to the various places. Have each group plan and perform a skit based on an introduction. ➢ **E-mail a Pen Pal (Advanced Activity)** Invite the students to write simple e-mails in Chinese to pen pals from another school or country. Have the students ask simple questions and relay simple information about themselves in several e-mails back and forth. Monitor and review these e-mails.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond using very simple social interaction patterns?

➢ **Anecdotal Notes**
Observe students as they improvise scenes using simple interaction patterns. Record anecdotal notes of the extent to which students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they write e-mails to pen pals in Chinese. Use the checklist to assess if students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Pictures of a restaurant, grocery store, mall.

➢ Computer with e-mail, pen pals, printer.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge a. participate in activities and experiences that reflect elements of Chinese culture	➢ **Cultural Event** Prepare a class or school-wide cultural activity related to Chinese language and culture; e.g., invite a singer to perform, have a traditional meal or celebrate a cultural event such as Chinese New Year. **Extension** Divide the students into teams of four or five. Each team is responsible for setting up a station to introduce specific cultural elements to other students. ➢ **Field Trip** Plan a field trip to Chinatown or a Chinese restaurant for dim sum. Ask the students to practise saying commonly used phrases in a restaurant setting; e.g., 谢谢！好不好吃？喜不喜欢？要不要？ (Thank you! Is it delicious? Do you like it? Do you want it?)

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of the Chinese culture?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they engage in a school-wide Chinese cultural activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of the Chinese culture (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Varying depending on the cultural activity; e.g., 毽子 (shuttle-cock), 扯铃/空竹 (pull bell), 抓口袋 (mini rice bags), 筷子, 中国食品, Chinese calligraphy pens, ink, posters.
➢ **Learning Log** After going on a field trip to Chinatown or a Chinese restaurant, students reflect on their learning and on how well they were able to participate in activities and experiences that reflect elements of the Chinese culture.	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge b. ask questions, using English, about elements of Chinese culture experienced in class *(continued)*	➢ **Interviews** Ask the students to interview, in English, Chinese guests to grasp a deeper understanding of cultural elements. In advance, have the students prepare a set of questions based on the following categories: 1. Chinese New Year; e.g., – cleaning up the house – no sweeping of floor on or a few days after New Year's Day – the idea of "newness" – body language [拱拱手 (wrap one fist with another hand and wave forward and backward), 鞠躬 (bow)] – using "gongs" and "drums" to scare the monsters away. 2. weddings 3. restaurants; e.g., round table and people do not pass the plates around 4. manners 5. colours; e.g., – Red: Happy, wedding – Gold: Prosperity – Black: Bad luck, evil spirits – White/black/blue: sad colours and funerals. If possible, have the students audio record their interviews.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask questions, using English, about elements of Chinese culture experienced in class?

➢ **Learning Log**
After interviewing Chinese guests, students reflect on their learning and on how well they were able to ask questions, using English, about elements of Chinese culture experienced in class.

MATERIALS

➢ Chinese guests, audio recording equipment.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge	b. ask questions, using English, about elements of Chinese culture experienced in class	➢ **Presentations** Have the students do further research on Chinese culture-related activities they have experienced (e.g., clothing worn on special occasions, foods) using a KWL chart. See Appendix D: Graphic Organizers for a sample template and instructions. Ask the students to share their findings in a poster, oral presentation or electronic presentation.

What I KNOW	What I WANT to know	What I LEARNED
Students write what they know about the activity here.	Students write their questions here.	Students write what they have learned from their research here.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask questions, using English, about elements of Chinese culture experienced in class?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they share their findings on Chinese culture. Use the rubric to evaluate how well students are able to ask questions, using English, about elements of Chinese culture experienced in class (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Poster materials, computer software, printer (optional).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of Chinese culture	➢ **Cultural Events** Encourage the students to participate in cultural events taking place in their own community; e.g., a performance of Dragon Dance, Kung Fu presentations, Chinese New Year extravaganza. After the event, have the students discuss what they learned. **Alternative Activity** Invite the students to watch a movie about a festival in China. Have the students watch carefully and identify at least five cultural traditions. ➢ **Field Trip** Take the class to a Chinese restaurant or Chinese superstore or attend an event (e.g., craft-making, dance, art exhibit) to experience different elements of the Chinese culture. ➢ **Personal Experiences** Divide the students into groups and have them discuss their own personal experiences with Chinese culture; for example, trips they may have taken, visits to a place with Chinese decorations, viewing Chinese television programs/movies, visiting Chinese restaurants, viewing a Chinese art exhibit. Have each group create a poster that reflects these various experiences. ➢ **Cooking** Demonstrate a cooking lesson for the students; e.g., 汤圆 (sweet dumplings)，饺子 (meat dumplings)， coconut gelatin dessert.

GC–1.2
knowledge of Chinese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of Chinese culture?

➢ **Learning Log**
After participating in Chinese cultural events, students reflect on their learning and on how well they were able to participate in activities and experiences that reflect elements of Chinese culture. For example:
- This event reminded me of …
- I learned …

MATERIALS

➢ Videos of Chinese cultural events, viewing station.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they take a field trip to a Chinese restaurant, Chinese superstore or a cultural event. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

➢ None required.

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they create posters. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of Chinese culture. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ Poster materials.

➢ **Informal Observation**
Observe students as they participate in the cooking activity. Make mental notes of the extent to which students are able to participate in activities and experiences that reflect elements of Chinese culture.

➢ Ingredients for making simple Chinese foods.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.3 applying cultural knowledge a. recognize elements of Chinese culture in the classroom	➢ **Traditional Objects** Display and describe various traditional objects or photographs related to Chinese culture. Decorate the classroom with posters and artifacts that reflect traditional Chinese culture. Have the students work in groups to create lists of all the evidence of Chinese culture in the room. ➢ **Scavenger Hunt** Post and display Chinese signs, symbols, artifacts and objects around the room. Prepare a list of items for a scavenger hunt. Ask the students to work with partners or in teams to locate the items on the list.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize elements of Chinese culture in the classroom?

➢ **Informal Observation**
Observe students as they work in groups to create lists of evidence of Chinese culture in the room. Make mental notes of the extent to which students are able to recognize elements of Chinese culture in the classroom. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they locate Chinese cultural items around the room. Record anecdotal notes of the extent to which students are able to recognize elements of Chinese culture in the classroom (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various traditional objects and classroom decorations.

➢ Various traditional objects and classroom decorations, list.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience diverse elements of Chinese culture	➢ **Chinese Festival Presentations** Have the students view photographs showing elements of Chinese festivals and events. Divide the students into groups and have them create electronic presentations on various elements of Chinese culture (e.g., food, music, dance, literature, art, dress, trends) then present to the rest of the class. ➢ **Music and Food** Invite the students to listen to traditional Chinese music. Prepare in advance simple Chinese foods and allow the students to sample them. Have the students compare and contrast Chinese music and food with Western music and food using Venn diagrams. **Alternative Activity** Have the students write reviews of the Chinese foods they sampled and the music they listened to. ➢ **Exploring Media** Organize the students into pairs and have them explore various media. Provide each pair with a list of three to five Web sites, some videos, some CDs, multimedia, software and other types of electronic media related to Chinese culture. Have the students look for information on the various elements of culture; e.g., food, music, dance, clothing.

GC–1.4
diversity within Chinese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience diverse elements of Chinese culture?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create electronic presentations. Use the rubric to evaluate how well students are able to experience diverse elements of Chinese culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create the Venn diagrams comparing Chinese and Western music and food. Use the rating scale to assess whether students are able to experience diverse elements of Chinese culture (see sample blackline master in Appendix E: Rating Scale).

➢ **Observation Checklist**
Create an outcome-based observation checklist and share it with students before they explore Chinese media. Use the checklist to assess if students are able to experience diverse elements of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Photographs, slide show software, digital pictures

➢ Traditional Chinese music, various Chinese foods.

➢ Videos, multimedia, Web sites and software that reflect elements of Chinese culture.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.5 valuing Chinese culture a. participate in cultural activities and experiences	➢ **Field Trip to Chinatown** Organize a field trip to Chinatown or any Chinese neighbourhood for Chinese New Year. Encourage the students to participate in cultural activities such as paper cut and brush writing. ➢ **Lion Dance** Arrange a lion dance performance for the school and have the students watch and/or volunteer to try some steps. In groups of three, students then interview the dancers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➢ **Learning Log** After attending a field trip to Chinatown or a Chinese neighbourhood, students reflect on their learning and on how well they were able to participate in cultural activities and experiences. For example: – I learned … – I would like to know more about …	➢ None required.
➢ **Informal Observation** Observe students as they watch and participate in the lion dance. Make mental notes of the extent to which students are able to participate in cultural activities and experiences. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

GC–2.1
awareness of first language

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. distinguish between their first language (or dialect) and Chinese	➢ **Comparison** Post vocabulary posters or flash cards around the classroom. Give the students a list of initials from the words posted and have them highlight the initials that have similar and different sounds than those found in their first language. These words may be posted, referred to and added to throughout the school year. For example: b p m f; d t n l g k h; j q x zhī chī shī rī zī cī sī ➢ **Unique Sounds** When reading stories, have the students highlight or underline specific unique sounds. Listen to audio recordings of Chinese speakers and have the students note their impressions of the sound of the language. Discuss the differences in sound between Chinese and English. Have the students compare and contrast the sound of Chinese and their first language using Venn diagrams (see Appendix D: Graphic Organizers). **Alternative Activity** Have the students listen to, identify and practise Chinese phonological patterns that are different from those of their first language and then record themselves speaking one or two sentences. Hanyu Pinyin sentence strips should be available for support. ➢ **Textual Differences** Show the students various examples of the layout of Chinese magazines, books and newspapers. Look closely at the various characters. Have the students compare and contrast the textual differences between Chinese and their first language using Venn diagrams (see Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • distinguish between their first language (or dialect) and Chinese?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they compare Chinese letter sounds with their first language. Students use the rating scale to assess how well they are able to distinguish between their first language (or dialect) and Chinese (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Posters/flash cards of words, lists of initials, highlighters.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they highlight or underline specific unique sounds in Chinese. Use the rubric to evaluate how well students are able to distinguish between their first language (or dialect) and Chinese (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Stories in Chinese, audio recording of Chinese speakers, audio recorder, listening station, Venn diagram graphic organizer.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they view Chinese magazines, books and newspapers. Use the rubric to evaluate how well students are able to distinguish between their first language (or dialect) and Chinese (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Chinese magazines, books and newspapers, Venn diagram graphic organizer.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore the variety of languages spoken by those around them	➢ **Exploring Your Background** Have the students conduct surveys of the languages spoken by their classmates, the people in their extended families or their neighbours. Graph and post their results. **Extension** Parents or relatives of the students give brief presentations about their cultural backgrounds and languages.
GC–2.2 general language knowledge	➢ **Other Languages** Prepare a list of simple commonly used words and phrases; e.g., hello, welcome, good morning, numbers, good-bye, thank you. Have the students work in pairs to find translations of these commonly used words and phrases in a variety of languages spoken in the community.
	➢ **Cultural Fair** Invite the students to participate in a mini cultural fair within the classroom. Arrange the students into small groups and have them prepare presentations on different cultures represented in the classroom. Have the student groups teach some vocabulary from the language spoken in that culture. Students of young grades (i.e., Grade 2 and Grade 3) may be invited as an audience. **Extension** Hold a school-wide multicultural day in which speakers of different languages share their cultures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the variety of languages spoken by those around them?

➢ **Learning Log**
After conducting surveys, graphing and posting the results, students reflect on their learning and on how well they were able to explore the variety of languages spoken by those around them. For example:
  – I learned …
  – I would like to know more about …

➢ **Anecdotal Notes**
Observe students as they find translations of commonly used phrases in other languages. Record anecdotal notes of the extent to which students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in a mini cultural fair. Use the checklist to assess if students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Graph paper, markers.

➢ List of simple commonly used phrases, translation dictionaries, Internet.

➢ Cultural objects and props, costumes, posters.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge b. identify similarities among words from different languages within their personal experience	➢ **Mapping Language** Discuss various words in common usage that come from other languages and the concept of language families (e.g., Slavic, Germanic, Indo-European). Discuss the relationship between Chinese, Korean and Japanese languages. Ask the students to mark a world map showing the origin of English words from around the world. For example: Chinese: chop suey, lychee, wok French: ambulance, diplomat, parachute, sauce Greek: athlete, democracy, metropolis, museum Hindi: bangle, jungle, shampoo, veranda Inuit: anorak, husky, igloo, kayak Japanese: judo, karate, soy, tycoon Spanish: canyon, guitar, patio, tornado

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities among words from different languages within their personal experience?

➢ **Anecdotal Notes**
Observe students as they mark a world map showing the origin of English words from around the world. Record anecdotal notes of the extent to which students are able to identify similarities among words from different languages within their personal experience (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ World map, pins, labels, markers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.3 awareness of own culture a. explore similarities between their own culture and other cultures	➢ **Comparison of Cultures** Have the students use Venn diagrams to contrast and compare their own cultures and other cultures, such as Chinese, British, French, Middle Eastern, Aboriginal (based on the cultural makeup of the class/school). See Appendix D: Graphic Organizers. ➢ **Multicultural Celebrations** When there is an important cultural event, such as Christmas, New Year's or birthdays, organize a classroom event to celebrate the different traditions of individual students. Invite each student to bring in a food item and/or "artifact" representing his or her cultural background and how the event (or a similar event) is celebrated in his or her family. ➢ **Birthdays Around the World** Present information on different ways that birthdays are celebrated around the world. Ask the students to provide information about their own birthday traditions (e.g., songs, food, presents, dances). Link this activity to the celebration of the students' birthdays.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore similarities between their own culture and other cultures?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they engage in multicultural celebrations. Students use the rating scale to assess how well they are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Learning Log**
After exploring birthday traditions around the world, students reflect on their learning and on how well they are able to explore similarities between their own culture and other cultures.

MATERIALS

➢ Venn diagram graphic organizers.

➢ Various cultural artifacts.

➢ Information on birthday celebrations around the world, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of different cultures **GC–2.4** general cultural knowledge	➢ **Multicultural Week** Organize a multicultural week for the class or school with different cultural activities every day; e.g., Day 1 – music (instruments, songs) Day 2 – foods Day 3 – clothing/costumes Day 4 – games Day 5 – multicultural trivia; e.g., • Origami originated from which country? (Japan) • Sandwiches originated from which country? (England) • Dragon Dance originated from which country? (China) Play short videos and other media related to cultural celebrations in different countries. Encourage the students to carry out a specific job or task during the multicultural week activities. ➢ **Travelling Abroad** Brainstorm with students about what they need to know in advance before travelling to a foreign country; e.g., climate, food, currency, celebrations, history, language, customs. In groups of three or four, students choose a foreign country and use the Internet to find information and pictures, then prepare travel brochures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of different cultures?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they engage in multicultural week. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Various musical instruments, songs, foods, clothing/costumes, games, multicultural trivia questions.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they prepare travel brochures. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ Internet, pictures, printer, glue, scissors, markers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.5 valuing diversity a. work and play with others who are different	➢ **School Visits** Invite the students from another school to spend some time with your students; e.g., a Saturday school program, international exchange students and international language schools. Invite the students to play games and complete activities with the visiting students; e.g., chess games, board games, ball games, treasure hunts, creating art work and reading activities. ➢ **Friendly Environment** On a daily basis, encourage the students to involve everyone in the classroom in their daily play and free time. Buddy up students who are new to the school with a friend in the classroom who will assist and include the new student in school activities. **Extension** Have the students create a plan to help new students to the class or school. Display the plan on a poster in the classroom.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • work and play with others who are different?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before visitors come to their school to engage in different activities. Students use the checklist to determine if their peers are able to work and play with others who are different (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various games, treasure hunts, simple reading materials.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before working and playing with others in the class. Students use the checklist to determine if they are able to work and play with others who are different (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Poster materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. adapt to new situations **GC–2.6** intercultural skills	➢ **Changing the Venue** Move the class outside to a park or a cultural site (e.g., Chinese restaurant, Chinese store, Chinese art exhibit). Have the students work in pairs to describe their observations of the venue and how they will modify their volume of speech and method of interacting with others while they are there. ➢ **Moving to China** Invite the students to watch a movie or television program about China. Divide the students into groups and have them share how they would have to adapt if they were to move to China; e.g., language, transportation, food, clothing, shelter. **Extension** Describe a few scenarios; e.g., 在餐馆里吃包子。(Eating steam buns in a restaurant.) 去博物馆看恐龙。(Visiting dinosaur exhibit at the museum.) 坐 LRT 去唐人街。(Taking transit to Chinatown.) Have the students role-play how they might adapt to the different situations.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • adapt to new situations?	
➢ **Anecdotal Notes** Observe students as they discuss the venue with their partners. Record anecdotal notes of the extent to which students are able to adapt to new situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various field trip venues.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they watch a Chinese television program or movie. Students use the rating scale to assess how well they are able to adapt to new situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Movie or television program about China.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.1 Chinese language and culture a. identify reasons for learning Chinese	➢ **Reasons for Learning Chinese** Divide the students into four groups and have them brainstorm as many reasons for learning Chinese as possible; e.g., – job opportunities – travelling – building friendships – business and trade – expanding your horizons – being able to bargain when shopping. ➢ **Poster Promotion** Ask the students to design posters to promote learning Chinese, including reasons for learning the language. These posters can be displayed around the school. **Extension** Have the students review travel brochures for China and discuss where students would want to go and what they would want to do. Have the students include information from these brochures in their posters.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify reasons for learning Chinese?

➢ **Learning Log**
After brainstorming reasons for learning Chinese, students reflect on their learning and on how well they were able to identify reasons for learning Chinese. For example:
- I learned …
- I would like to know more about …

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create posters on promoting the Chinese language. Use the rubric to evaluate how well students are able to identify reasons for learning Chinese (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Brainstorming Web graphic organizer (see Appendix D: Graphic Organizers).

➢ Poster materials, brochures about China.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	➢ **Peer Sharing** Prior to a cultural event, have the students discuss in pairs the reasons for and the importance of participating in the cultural activities. After the cultural event, have the students offer more reasons to participate in such events. ➢ **Participation Posters** Brainstorm with the students about cultural events they have been to, such as Canada Day, Heritage Festival, weddings. Ask the students: "Why do people participate in such events?" As the students provide answers (e.g., fun, food, meeting people, watching performances), write them on the board. Have each student choose some of these answers and design a poster to encourage fellow students to participate in cultural events.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest some reasons for participating in activities and experiences that reflect elements of different cultures?	
➢ **Informal Observation** Observe students as they discuss reasons for participating in cultural events and activities. Make mental notes of the extent to which students are able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters to encourage fellow students to participate in cultural events. Use the rubric to evaluate how well students are able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance language learning S–1.1 cognitive	➢ **Rhymes** Introduce a short nursery rhyme to the class. After explaining its meaning, draw their attention to the last characters of the lines by saying those characters repeatedly until students notice the pattern. ➢ **Personal Dictionary** Ask each student to create and maintain a personal dictionary. As new Chinese words are learned, encourage the students to add to their dictionaries and illustrate the words with drawings or magazine clippings. ➢ **Copy Cat** Review vocabulary and have the students divide into pairs. Have student A say a short phrase or sentence with expressions and actions, and have Student B imitate it. Have the students take turns leading; e.g., 我刷牙。(I brush my teeth.), 我老师吃苹果。(My teacher eats an apple.), 爸爸洗脸。(Father washes his face.), 小朋友喜欢笑。(Children like to smile.) ➢ **Mind Mapping** Introduce a few simple Chinese expressions; e.g., 矛盾 (the staff and the shield), 青出于蓝 (green comes from blue). Divide the students into groups and have them create mind maps or flow charts using the expressions. Have them map out related words to those used in the expressions; e.g., "dog" – cat – milk – cereal – box – square.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

➢ **Informal Observation**
Observe students as they repeat the Chinese rhyme. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs to practise new vocabulary patterns. Offer feedback, encouragement and praise as needed.

➢ **Conferencing and Goal Setting**
At various points in the school year, conference with the students using their personal dictionaries. Discuss with them how well they are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., make a personal dictionary. Discuss the students' progress and set goals for future learning.

➢ **Anecdotal Notes**
Observe students as they imitate the actions and speech of others. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds, tones and intonation patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create mind maps using Chinese expressions. Students use the rating scale to assess how well they are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Chinese nursery rhymes.

➢ Personal dictionnaires, magazines, catalogues, scissors, glue.

➢ None required.

➢ Simple Chinese expressions.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple metacognitive strategies, with guidance, to enhance language learning S–1.2 metacognitive	➢ **Learning Log** Ask the students to reflect in English on their learning and experiences in Chinese. In their logs, have the students note strategies they use to find the answers to questions, strategies for remembering vocabulary and so on and indicate what they have learned, what they enjoyed and what caused them trouble. ➢ **Plan of Attack** Teach the students how to divide large tasks into smaller subtasks and to plan in advance about how to approach a task. Encourage the students to ask themselves: What are the steps involved in this task? What do I need to complete this task? Where should I start? What is the best way to accomplish the task? What problems might arise during this task? ➢ **Strategy Analysis** Have the students list and assess the strategies they use for a particular learning task, and then decide which strategies work best for them. Compile these strategies and post them in the classroom, pointing out specific strategies students could use during various activities throughout the year.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple metacognitive strategies, with guidance, to enhance language learning?	
➢ **Learning Log** After reflecting on strategies they use to learn Chinese, students reflect on their learning and on how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log.	➢ None required.
➢ **Anecdotal Notes** Observe students as they develop plans to manage tasks. Record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Informal Observation** Observe students as they list and assess their learning strategies. Make mental notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., know how strategies may enable coping with texts containing unknown elements. Offer feedback, encouragement and praise as needed.	➢ Chart paper, markers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple social and affective strategies, with guidance, to enhance language learning S–1.3 social/affective	➢ **Working Together** Ask the students to work in groups and with partners to share learning strategies with each other. Teach the students to work cooperatively and to solicit help from their peers when completing tasks such as interpreting texts, group posters, role-plays or collages. ➢ **Motivation** Teach the students to encourage themselves by using self-talk to build confidence and rewarding themselves when successful. Brainstorm and list on chart paper several examples of positive self-talk. Emphasize that making mistakes is a natural part of language learning and encourage the students to be willing to take risks and try new approaches and tasks. ➢ **Read Aloud Together** In pairs or small groups, invite the students to read aloud from a Chinese comic book. Encourage each student to read the dialogue of a different character.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they work in groups or in pairs to share learning strategies. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they brainstorm examples of self-talk. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., use self-talk to feel competent to do the task, provide personal motivation by arranging their own rewards when successful. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Informal Observations**
Observe students as they read a comic book aloud together. Make mental notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ None required.

➢ Chart paper, markers.

➢ Chinese comic books.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive a. use simple interactive strategies, with guidance, to enhance language use	➢ **Nonverbal Communication** Use a variety of gestures associated with words in Chinese to aid comprehension. Act out sentences using these gestures to help the students develop an understanding of the syntax patterns in Chinese. Encourage the students to use appropriate gestures and nonverbal cues when speaking with you or their peers or when doing role-plays or dramatic presentations. Consider video recording the students' interactions for review by the students. ➢ **Classroom Interactions** Teach set phrases for classroom interactions. Divide the students into groups of two or three and have them role-play classroom interactions. Afterward, allow them to interact freely in Chinese without set dialogue. Discuss strategies they have used to communicate with each other. Identify five effective strategies most often used and post them in the classroom.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple interactive strategies, with guidance, to enhance language use?

➢ **Anecdotal Notes**
Observe students as they use gestures and nonverbal cues when speaking with you or their peers or during role-plays or presentations. Record anecdotal notes of the extent to which students are able to use simple interactive strategies, with guidance, to enhance language use; e.g., interpret and use a variety of nonverbal cues to communicate such as gestures, mime, pointing (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they interact with their peers. Students use the checklist to determine if they are able to use simple interactive strategies, with guidance, to enhance language use; e.g., using words from your first language to get meaning across, indicating a lack of understanding verbally or nonverbally, asking for clarification or repetition when they do not understand (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Video recorder (optional).

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple interpretive strategies, with guidance, to enhance language use **S–2.2 interpretive**	➤ **Gestures, Intonation and Visual Supports** Use gestures, intonation and visual supports to reinforce the meanings of various phrases; e.g., – 我不喜欢刷牙。 (I don't like to brush my teeth.) – 我不明白。 (I don't understand.) – 你真棒。 (You are very good.) – 请关门！擦黑板！看书！安静！注意听！ (Please close the door! Erase the board! Read! Be quiet! Listen up!) Divide the students into pairs and give one student a piece of paper that has a problem or question written on it. Use the examples above or create your own. Encourage the students to try and communicate the problem or question to other students using gestures, intonation and visual supports to aid comprehension. ➤ **Predictions** Present a picture related to a story you will be reading. Have the students make predictions about what they will hear or read based on the picture, title of the story and so on. After reading, discuss what they had predicted correctly and incorrectly.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple interpretive strategies, with guidance, to enhance language use?	
➢ **Learning Log** After communicating a problem or question using nonverbal cues to aid comprehension, students reflect on their learning and on how well they were able to use simple interpretive strategies, with guidance, to enhance language use; e.g., attend to gestures, intonation and visual supports to aid comprehension.	➢ Cards with questions or problems written on them.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they make predictions about a story. Students use the rating scale to assess how well they are able to use simple interpretive strategies, with guidance, to enhance language use; e.g., make predictions about what they will hear or read based on prior knowledge and personal experience (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.3 productive a. use simple productive strategies, with guidance, to enhance language use	➢ **Surrounded by Words** Create a vocabulary-rich environment by labelling objects in the classroom and displaying posters of words, phrases and expressions for student reference. Have the students design mobiles to hang in the classroom containing elements (vocabulary/ grammatical structures) related to the lexical field being studied. ➢ **Learn and Create** After practising a few Chinese rhymes and songs, ask the students to create their own rhymes or songs about their families or school. Invite the students to take turns sharing their work with the rest of the class.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple productive strategies, with guidance, to enhance language use?

➢ **Informal Observation**
Observe students as they use words from various posters and classroom displays. Make mental notes of the extent to which students are able to use simple productive strategies, with guidance, to enhance language use; e.g., use words that are visible in the immediate environment. Offer feedback, encouragement and praise as needed.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create simple rhymes or songs in Chinese. Use the checklist to assess if students are able to use simple productive strategies, with guidance, to enhance language use; e.g., use familiar repetitive patterns to compose oral or written texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Various vocabulary posters and displays, labels, markers.

➢ Computer with word processing software (optional).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance general learning *(continued)*	➢ **Graphic Representations and Models** Have the students use various graphic organizers, visual representations and models when working with new concepts; e.g., – word maps and webs – mind maps – note-taking organizers – diagrams – tables – flow charts – 3D models.
S–3.1 cognitive	➢ **Classification** Ask the students to classify new vocabulary words in a variety of ways; e.g., by colour, size, weight, meaning, types of words and purpose. For example: 笔： 彩笔，铅笔，圆珠笔，毛笔，蜡笔。(Pen: markers, pencil, ballpoint pen, brush, crayon) 鞋子：布鞋，皮鞋，草鞋，球鞋，舞鞋，拖鞋。(Shoe: cloth shoes, leather shoes, straw shoes, running shoes, dancing shoes, slippers).
	➢ **Researching** Ask the students to work in pairs to research the school life of students in elementary school in China. Encourage the students to distinguish between information that is based on fact and information that is based on opinion and to formulate key questions when conducting research.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they use graphic organizers. Use the rubric to evaluate how well students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., use visual representations to make information easier to understand and remember (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Informal Observation**
Observe students as they organize and reorganize the various vocabulary words. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes. Offer feedback, encouragement and praise as needed.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they research the school life of students in China. Students use the rating scale to assess how well they are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., formulate key questions to guide research (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various graphic organizers (see Appendix D: Graphic Organizers), desktop publishing software (optional).

➢ Various vocabulary words.

➢ Access to various resources such as a library and the Internet.

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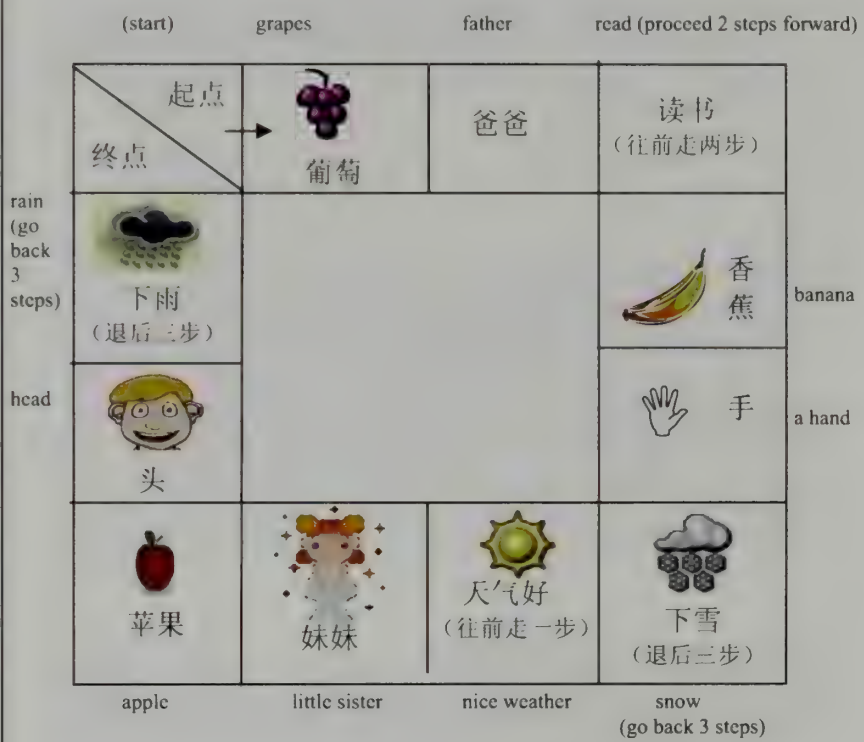
General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance general learning **S–3.1 cognitive**	➢ **Board Game** Have the students create board games that use the vocabulary and grammatical structures studied. Once all games are complete, give the students the opportunity to play each other's games.



In this example, when a student lands on a word, he or she says another word from the same category (e.g., food, weather).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➢ **Anecdotal Notes**
Observe students as they play board games. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., classify objects according to their attributes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Game boards, dice.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple metacognitive strategies, with guidance, to enhance general learning	➢ **Evaluating Your Learning** Invite the students to make observations about their own learning processes and write their reflections in their learning logs. Provide sentence starters such as: – I learn best when I … – I learn in different ways, for example … – When I am tackling a task, I think about … **Extension** At the end of each week, have the students write reflections on their learnings and experiences in Chinese class. ➢ **The Best Way for Me to Learn** Prepare a rating scale that allows the students to indicate how they learn best; e.g., videos, games, pictures, skits, nursery rhymes, stories, journal, songs. Have the students explain their ratings.

S–3.2 metacognitive

姓名: _____ (name) 日期: _____ (date)	(least effective) 最无效 1 2 3 4 5 (most effective) 最有效
录像 lù xiàng	
游戏 yóu xì	
图片 tú piàn	
短剧 duǎn jù	
儿歌 ér gē	
故事 gù shì	
周记 zhōu jì	
歌曲 gē qǔ	

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple metacognitive strategies, with guidance, to enhance general learning?	
➢ **Conferencing/Long-term Goal Setting** Meet with the students to talk about their observations on their learning processes. Discuss how they are able to use simple metacognitive strategies, with guidance, to enhance general learning. Encourage them to set goals for future learning; e.g., identify their needs and interest (see sample blackline master in Appendix E: Long-term Goal Setting).	➢ None required.
➢ **Learning Log** After completing the checklist, students reflect on their learning and on how well they were able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon their thinking processes and how they learn.	➢ Rating scale.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple social and affective strategies, with guidance, to enhance general learning **S–3.3** social/affective	➢ **Supporting Others** Teach the students phrases that can be used to encourage others, such as: – 加油，____ 加油！(Go, ____ go!) – 很好！ (Very good!) – 继续努力！ (Keep going!) – 很棒！ (Excellent!) Teach the students simple words or phrases that are used to attract attention or indicate the need for help; e.g., 对不起。我不明白。请帮我。 (Pardon me. I don't understand. Please help me.) See Appendix B, Vocabulary List and Classroom Expressions. Discuss the importance of supporting others to help them persevere at learning tasks. Invite the students to brainstorm different ways that they can help others. ➢ **What's Interesting to You?** After a topic is introduced, have the students decide what they find interesting about it and what else they would like to learn. Use the interests of the students as motivation for learning. Let the students decide on the direction their learning will take.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies, with guidance, to enhance general learning?

➢ **Anecdotal Notes**
Observe students as they encourage others and use various support strategies to help other students succeed. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they decide on the direction of their learning. Make mental notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Brainstorming web graphic organizer (see Appendix D: Graphic Organizers), chart paper.

➢ None required.

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Grade Level Samples for Grade 5

Applications **346**

Language Competence **404**

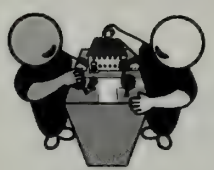
Global Citizenship **464**

Strategies **500**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

- A–1 to receive and impart information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral texts
- LC–3 interpret and produce written and visual texts
- LC–4 apply knowledge of the sociocultural context
- LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Chinese culture
- GC–2 appreciating diversity
- GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

A–1.1 share factual information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. ask for and provide information; e.g., time, dates, locations	➢ **Information Sharing** Organize the students into pairs and instruct them to ask their partners, 你的生日是几号？ (What date is your birthday?) Have the students then share the information with their partners. Repeat the above activity with the question, 你住在哪里？ (Where do you live?) ➢ **What Time Is It?** Show the students cards with times written on them and ask them, 现在几点了？ (What time is it?) Invite the students to practise answering the question. Then give each student a card with a time written on it and have them move around the classroom, asking one another the time. Have the students respond with the times indicated on their cards, then exchange cards with another student and continue. ➢ **Survey** Provide each student with a survey question list based on a current vocabulary topic; e.g., likes and dislikes of colours, food and holidays. Ask the students to walk around the classroom and ask their classmates the survey questions. Discuss the students' findings as a class and consider creating a class graph or chart based on the results.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- ask for and provide information?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they exchange basic information about birthdates and where they live. Use the checklist to assess if students are able to ask for and provide information (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Anecdotal Notes**
Observe students as they ask for the time and respond in Chinese. Record anecdotal notes of the extent to which students are able to ask for and provide information (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Cards with various times written on them.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they conduct a classroom survey on likes and dislikes. Students use the rating scale to assess how well they are able to ask for and provide information (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ Survey questions.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. respond to simple, predictable questions	➢ **Simple Interview Role-play** Have the students role-play scenarios in pairs in which one student is new to the community and meets the other student for the first time. Encourage the students to ask questions to elicit information regarding name, age, family members and birthday. – 你叫什么名字？(What is your name?) – 你几岁？/您多大？/您多大年纪？(How old are you?) – 你家里有几口人？(How many people are in your family?) – 你上哪所学校？(Which school do you go to?) Alternatively, students could use puppets to present the role-plays. ➢ **Classmate Interviews** Ask the students to walk around the classroom and stop when you give a signal (clapping or ringing a bell). Have each student find a partner who is standing closest to him or her and they take turns interviewing and answering questions. For example: – 你有哥哥吗？(Do you have any brothers?) – 你有几个哥哥？(How many brothers do you have?) – 你的中文名字是什么？(What is your Chinese name?) – 你的妹妹叫什么名字？(What is your younger sister's name?) – 你妈妈有没有妹妹？(Does your mother have a sister?) – 你喜欢看书吗？(Do you like reading?) The student who remembers the most information about his or her classmate earns a reward. ➢ **Birth-month Grouping Game** Group the students according to their birth months. Once they get into their groups, have them ask and answer questions to find out who the oldest and youngest students are in their group and whose family is the largest. – 你几岁？/您多大？/您多大年纪？(How old are you?) – 你家有几口人？(How many people in your family?)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to simple, predictable questions?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they role-play meeting someone for the first time. Students use the checklist to determine if they are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they interview classmates to find out personal information. Students use the checklist to determine if their peers are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they question each other on who is the oldest and youngest in their groups. Record anecdotal notes of the extent to which students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Puppets (optional).

➢ None required.

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information c. describe people, places and things	➢ **Clothing Description** Review colour words, clothing articles and adjectives related to clothing. In pairs, have the students come to the front and describe one another's clothing to the class, using as many colour words and adjectives as possible; e.g., – 他的汗衫/T 恤衫是 白 色的，他的裤子是 蓝 色的。(His T-shirt is white. His pants are blue.) – 她的裙子是 红 色的。(Her skirt is red.) ➢ **School Bags** Give each student a piece of paper with a number on it. Ask the students to put their school bags on their desks. When you call a number, the corresponding student describes his or her school bag; e.g., – 我的书包是红色的。(My school bag is red.) – 这是一个大/小书包。(It is a big/small school bag.) – 是妈妈/爸爸/奶奶给我买的。(My mother/father/grandma bought it for me.) **Extension** Ask the students to describe food items or meals from pictures or plastic replicas. ➢ **My Dream Bedroom** After reviewing descriptive vocabulary related to bedrooms, have the students design, draw and label their dream bedrooms. Invite the students to share their designs with the class.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe people, places and things?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they describe their clothing. Students use the checklist to determine if their peers are able to describe people, places and things (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Flash cards or posters of related vocabulary (e.g., colours, articles of clothing).
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they describe their school bags. Use the checklist to assess if students are able to describe people, places and things (see sample blackline master in Appendix E: Observation Checklist).	➢ School bags, pieces of paper with numbers, pictures of food, toy food models.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they design their dream bedrooms. Use the rating scale to assess how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences a. identify favourite people, places or things; e.g., words or phrases, characters, illustrations in texts, activities	➢ **My Favourite Food** Review food vocabulary and ask the students about their favourite foods. Have the students then draw their favourite foods and write sentences about them; e.g., 我最喜欢吃香蕉。(I like bananas the most.) ➢ **Chinese Picture Books** Arrange the students into small groups and provide each group with a simple Chinese picture book. Ask the students to look at the pictures to identify favourite people, places or things. Invite the students to share their favourite things from the picture book with others in their group.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify favourite people, places or things?

➢ **Informal Observation**
Observe students as they draw and write about their favourite foods. Make mental notes of the extent to which students are able to identify favourite people, places or things. Offer feedback, encouragement and praise as needed.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they share their favourite things from the picture book with their groups. Students use the checklist to determine if their peers are able to identify favourite people, places or things (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Pictures of food (fruits), markers.

➢ Chinese picture books.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express a personal response to a variety of situations **A–2.1** share ideas, thoughts, opinions, preferences	➢ **Emotion Walls** Post the words 喜欢 (like), 非常喜欢 (love), 讨厌 (hate) and 不喜欢 (dislike) on the four walls of the classroom. Ask the students to move to a wall based on their personal responses to a variety of topics. For example, if the words 冰淇淋 (ice cream) were called out, students might move to the wall labelled 非常喜欢 (love). If a picture of 脏袜子 (a dirty sock) is shown and the word called out, students might move to the wall labelled 不喜欢 (dislike). Once the students are familiar with the activity, call on individual students to express their personal responses in complete sentences. ➢ **My Feelings** After teaching and reviewing the basic feeling words, place pictures of faces that illustrate these feelings on the board. Divide the students into three teams. One member per team comes to the board. Call out a feeling word and the first student to touch the correct face gets a point for his or her team. After doing this a number of times, describe situations that illustrate a particular feeling. For example: – 圣诞节你收到一份玩具礼物。(You receive a new toy for Christmas.) – 在一个下雨天，你踏进了一个泥巴地。(You step in a mud puddle.)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express a personal response to a variety of situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they express their likes and dislikes. Use the checklist to assess if students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they express their feelings based on different situations. Record anecdotal notes of the extent to which students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Word cards for displaying on the wall: 爱、喜欢、不喜欢、讨厌.

➢ Cards or pictures feeling words (e.g., 生气 ☹).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.2 share emotions, feelings a. identify emotions and feelings; e.g., identify emotions portrayed in texts	➢ **How Are You?** Invite one student to the front of the classroom and have him or her act out an emotion. The remaining students raise their hands when they think they know the emotion being depicted. The acting student then chooses someone to guess the emotion. If the student guesses correctly, he or she comes to the front to act out a new emotion. The game continues in this pattern. ➢ **Comic Strips** After the students read comic strips, ask them to identify the feelings of the characters. For example, ask, 他/她觉得怎么样? (How does he/she feel?) Students respond in Chinese; e.g., 害怕、开心、高兴、伤心、生气、失望、惊讶，担心 (afraid, glad, happy, sad, angry, disappointed, surprised, worry). ➢ **Win, Lose or Draw** Review vocabulary associated with feelings. Arrange the students into teams of two or three. Have each team appoint one person per round to draw the answer for the group. Call out an emotion word and the first team to draw and say the emotion correctly scores a point.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify emotions and feelings?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they act out and guess emotions. Use the rating scale to assess how well students are able to identify emotions and feelings (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Anecdotal Notes** Observe students as they identify the feelings of comic strip characters. Record anecdotal notes of the extent to which students are able to identify emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Flash cards or pictures of feeling words, comic strips. （不同表情的人物）
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they draw pictures of emotions during the game. Use the checklist to assess if students are able to identify emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).	➢ Whiteboards and markers.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–2.2 share emotions, feelings	b. express and respond to a variety of emotions and feelings; e.g., love, sadness, surprise, fear	➢ **Role-play** Divide the class into small groups. Allow time for each group to prepare a brief role-play that includes learned oral expressions of emotions or feelings and appropriate responses to these feelings; e.g., if one student is demonstrating sadness, the other student(s) may try to comfort him or her. Ask the other students to guess the correct feeling or emotion presented. ➢ **The Story of Zhu's Family** Read the story 朱家故事 (The Story of Zhu's Family) or other theme-related stories. Discuss the characters' emotions in the story and the students' feelings about the story. Ask the students to relate the story to their own personal experiences. ➢ **Emotional Charades** Provide the students with pictures of peoples' faces that demonstrate various emotions and are clearly labelled with the applicable word in Chinese. Organize the students into teams. Have one student pick a card and act out the emotion in the form of a charade. The members of his or her team must guess the emotion portrayed.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express and respond to a variety of emotions and feelings?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they role-play emotions and appropriate responses to them. Use the rubric to evaluate how well students are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they discuss the feelings of a character from the story. Record anecdotal notes of the extent to which students are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).	➢ 故事：朱家故事, story in Chinese.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they play emotions charades. Use the checklist to assess if students are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).	➢ Pictures of peoples' faces that demonstrate various emotions/feelings.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others a. suggest a course of action, and respond to a suggestion	➢ **Confucius Says** Review action expressions with the class, and then act as 孔子 (Confucius) and give directions to the class. The students do what you say only if they hear 请 … 。 (Please ….) If they do not hear 请 (please), students should not follow the directions. For example: – 请闭上眼睛。(Please close your eyes.) – 请拍拍手。(Please clap your hands.) – 请踏踏脚。(Please stomp your feet.) – 请摸一摸鼻子。(Please touch your nose.) – 请捂住耳朵。(Please cover your ears.) **Extension** Choose a strong student as 孔子 (Confucius) to lead the class. ➢ **Face Drawing** Divide the class into two teams. On the board, draw two circles. Have each team send one student at a time to the front to play 石头，纸张/布，剪刀 (rock, paper and scissors). The student who wins will draw one part of a face in the circle following the directions given by the other team. The team that first completes its face wins the game; e.g., – 画三角形的眼睛。(Draw a pair of triangular eyes.) – 画方形的鼻子。(Draw a square face.)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest a course of action, and respond to a suggestion?	
➢ **Anecdotal Notes** Observe students as they participate in Confucius Says. Record anecdotal notes of the extent to which students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they follow instructions to complete a drawing on the board. Students use the checklist to determine if their peers are able to suggest a course of action, and respond to a suggestion (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Whiteboard, markers.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. make and respond to a variety of simple requests *(continued)*	➢ **Please ...** As part of the classroom routine, have the students respond to requests such as 请看黑板。(Please look at the board.), 请听。(Please listen.), 请跟我说。(Please repeat after me.). Students work in groups of four and take turns making requests and responding to requests. ➢ **My Things, Please** Go around the classroom and take various objects from several students. Place these objects on a table at the front of the classroom and invite the students to ask for their objects back. When a student asks correctly, the object is returned. ➢ **Requests Circles** Arrange the students into small groups. Ask the groups to sit in circles, each student with a different object in hand. Have the students take turns taking an object from a student and responding to his or her request. For example: Student A takes Student B's ruler. Student B says, 请把尺子还给我。(Give me the ruler, please.) Student A returns the ruler and says, 这是你要的尺子。(Here is the ruler.) Student B then takes something from Student C and the pattern continues until all students have had a chance to make and respond to simple requests.

A–3.1
guide actions of others

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and respond to a variety of simple requests?

➢ **Anecdotal Notes**
Observe students as they take turns making requests during regular classroom routines. Record anecdotal notes of the extent to which students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask for objects to be returned to them. Use the checklist to assess if students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they ask for common items to be returned to them. Students use the rating scale to assess how well they are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Flash cards or pictures of relevant verbs (e.g., 给，还，跑，走，看，跳，传，捡).

➢ Various student items.

➢ Classroom objects.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. make and respond to a variety of simple requests	➢ **Request** Divide the students into groups of four and have them take turns asking the rest of their groups to perform a task; e.g., – 请打开你的书。(Please open your book.) – 请给我一支红笔。(Give me a red pen, please.) – 请跳一跳。(Please jump.) – 请传给我一张纸。(Pass me a piece of paper, please.) – 请把地上的纸捡起来。(Please pick up the paper from the floor.) – 请你闭上眼睛。(Please close your eyes.) **Extension** Divide the students into pairs and have them take turns making and responding to requests; e.g., 请坐下来！(Please sit down!), 请笑一笑！(Please smile!), 请站起来！(Please stand up!), 请刷牙！(Please brush your teeth!), 请洗脸！(Please wash your face!).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and respond to a variety of simple requests?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they take turns in asking their groups to perform a task. Students use the checklist to determine if their peers are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others c. seek, grant and withhold permission	➤ **Wait a Minute** Ask the students a few simple questions, such as: Teacher: 我可以用你的尺子吗？(May I use your ruler?) Student: 可以/不可以。(Sure/No.) Teacher: 我可以开窗吗？(May I open the window?) Student: 可以/不可以。(Sure/No, you may not.) Then invite the students to ask you similar questions. Respond by using different phrases such as 一会儿/等一下 (just one moment/wait a moment) to demonstrate how to withhold permission; e.g., 好，请你等一会儿。(Alright, one moment please.), 可以，请你等一下。(Sure, please wait a moment.) Give the students a few minutes to practise the phrases with their partners. ➤ **May I …?** Prepare some theme-related flash cards and place them in a bag. Ask the students to take turns drawing cards from the bag. Each student must think of a question related to the card drawn using the pattern 我可以 … 吗？(May I …?); e.g., 书 (a book), 我可以看你的书吗？(May I read your book?)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- seek, grant and withhold permission?

➢ **Conferencing and Goal Setting**
Meet with the students in groups or individually to discuss any difficulties they may be having with the vocabulary or grammar associated with seeking, granting and withholding permission. Discuss strategies to use and set goals for future learning.

MATERIALS

➢ Phrase cards (可以/不可以/ ·会儿/等 ·会儿).

➢ **Informal Observation**
Observe students as they ask questions using the stem "May I …?" Make mental note of the extent to which students are able to seek, grant and withhold permission. Offer feedback, encouragement and praise as needed.

➢ Flash cards, bag.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. indicate choice from among several options	➢ **Paper Plate Faces** Give each student a paper plate. Have the students use a sentence pattern to indicate their choice of materials to use to decorate the plate; e.g., 我要_____、_____，还要_____。(I would like _____, _____ and _____.) The students may choose from among various materials such as 钮扣 (buttons), 豆子 (beans), 葡萄干 (raisins) and 麦片 (cereal) to create faces on their paper plates. **Extension** At a class party (real or role-played), invite the students to choose a drink (e.g., orange juice, apple juice, grape juice, water). – 我喜欢_____，也喜欢_____。(I would like _____, and also _____.) – 但是/可是我最喜欢_____。(But I like _____ the most.)
A–3.2 state personal actions	➢ **Class Survey** Put picture cards of selected vocabulary items related to a lexical field on the board and ask the students to choose one that they like. Hand out a survey sheet with a grid that contains all the students' names. The students then ask each other what they like best. For example: Student A says: 你喜欢吃什么水果？(What fruit do you like?) Student B responds: 我喜欢吃香蕉。(I like bananas.) Student A then checks off banana under Student B's name on the grid. This interview process continues until all students are interviewed. Together with the class, prepare a graph to show the results of the survey. Discuss the results of the survey; e.g., 多少个同学喜欢吃香蕉？(How many students like bananas?) **Alternative Activity** Students create a game that involves choosing what is behind door #1, 2 or 3.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- indicate choice from among several options?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they make choices as to what to use to decorate a plate. Use the checklist to assess if students are able to indicate choice from among several options (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Paper plates, various materials, various beverages (or empty glasses for role-play).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they compile information for a class survey. Students use the rating scale to assess how well they are able to indicate choice from among several options (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ Vocabulary cards, survey grid with students' names.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express a wish or a desire to do something	➢ **If I Had a Million Dollars** Ask the students to imagine that they have just won a million dollars and invite them to say what they would like to buy, 我会买 … (I would buy …), and where they would like to go, 我会去 … (I would go to …). Have the students then make posters showing what they would like to do or where they would like to go and share them with the class. ➢ **New Year Wishes** At Chinese New Year, give each student a piece of red paper. On the strip, have the students write a wish for the new year; e.g., – 我希望 _____。(I wish _____.) – 我希望有_____。(I wish to have _____.) Post the paper strips in a display to look like fire crackers. ➢ **My Dream** Review job vocabulary words, such as 老师，医生，消防员，司机，护士，等等 (teacher, doctor, firefighter, driver, nurse, etc.). Prepare line drawings representing these occupations. Ask the students to choose one of the occupations that interests them as a future career, colour the picture and write the following sentence. – 将来我要做一名（个）_____。(I would like to be _____ when I grow up.) Invite the students to take turns describing the jobs they would like to have.

A–3.2
state personal actions

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express a wish or a desire to do something?

➢ **Anecdotal Notes**
Observe students as they indicate what they would do if they won a million dollars. Record anecdotal notes of the extent to which students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they complete Chinese New Year wishes. Use the rating scale to assess how well students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they describe their career aspirations. Use the rubric to evaluate how well students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Poster materials.

➢ Red paper.

➢ Line drawings of various occupations.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions a. ask for help or clarification of what is being said or done in the group	➢ **Repeat, Please** Review vocabulary from a previously studied lexical field and display it on the board. Organize the students into partners. Student A mimes or describes any item on the list. Student B attempts to guess the correct word. If they do not understand, encourage the students to ask for repetition by saying, 请你重做一次。(Repeat, please.), 请你再做一次。(Repeat again, please.), 请你再重做一次。(Repeat one more time, please.) Continue until both students have had the opportunity to act and ask for clarification. ➢ **Group Activity Phrases** As part of the classroom routine, have the students work in groups and ask for clarification from other group members; e.g., – 请你再说一遍？(Would you please repeat?) – 请你再做一次？(Would you please do it again?) – 你可以再说一遍吗？(Can you say it once more?) – 对不起， 我没有听见。(I'm sorry, I couldn't hear you.) – 你刚才说什么？(Pardon, what did you say?) Post the phrases around the classroom or write them on the board. **Extension** Arrange the students into small groups and have them create role-plays in which each student asks for help or clarification.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask for help or clarification of what is being said or done in the group?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they guess the words and ask their partners to repeat their actions. Students use the checklist to determine if they are able to ask for help or clarification of what is being said or done in the group (see sample blackline master in Appendix E: Self-assessment Checklist)

MATERIALS

➢ None required.

➢ **Anecdotal Notes**
Observe students as they use common phrases as part of their classroom routine. Record anecdotal notes of the extent to which students are able to ask for help or clarification of what is being said or done in the group (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Chart paper, markers, tape or thumb tacks.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. suggest, initiate or direct action in group activities **A–3.3** manage group actions	➢ **Blindfolded Drawing** Teach and review vocabulary related to directions; e.g., 左、右、上、下 (left, right, up, down). Ahead of time, draw body parts and secure them to the board using tape or magnets. Draw the outline of a face on the board. Invite one student to come to the board and blindfold him or her. Give the student part of the face, e.g., an eye, and the other students call out directions to the blindfolded student. The blindfolded student listens to the directions and puts the body part based on what the students tell him or her. Students can use 停! (Stop!) to tell the student to stop when he or she has reached a good position. This activity can be done as a whole class or in groups. ➢ **Drawing by Directions** Teach and review vocabulary related to directions; e.g., 左、右、上、下 (left, right, up, down) and review numbers one to five. Arrange the students into groups of three or four and give each student four pieces of grid paper (5 squares × 5 squares). The first student would say, 从 C3 格开始走 (Start from C3.). Have the students take turns orally directing each other to create images on the grid paper. For example, the student leader might say, 左走两个格子。(Move two squares to the left.) The students move two squares to the left and colour that square. Ensure all students have had a chance to be the leader.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- suggest, initiate or direct action in group activities?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they follow directions to place body parts on a picture. Students use the checklist to determine if their peers are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they give directions for creating an image. Record anecdotal notes of the extent to which students are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Blindfold, pictures of body parts, tape or magnets.

➢ Grid paper.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships	
a. initiate relationships; e.g., invite others to play	➢ **Let's Play, Shall We?** Ask the students to pair up and make their own dialogues based on the given patterns. One student introduces himself or herself to the other student and asks him or her to play, then the students reverse roles; e.g., A: 你好！我叫 _____。你叫什么名字？ (Hi! my name is _____. What is yours?) B: 你好！我叫王大中。(Hi! my name is _____.) A: 你要不要跟我玩？/ 你和我一起玩，好吗？ (Do you want to play with me? / Let's play, shall we?) B: 好吧，谢谢！(Sure, thank you!) ➢ **Would You Like to ...?** Ask the students to prepare flash cards sharing activities they enjoy; e.g., painting, singing, playing baseball. Invite the students to take turns picking cards and asking questions of a classmate using one of the following sentence patterns: – 你可不可以跟我一起（动词？ (Would you (verb) with me?) – 你跟我一起（动词），好吗？ (You (verb) with me, please.) Divide the students into groups of four. Have each student draw a flash card and a paper with a group member's name on it and ask the group member a question; e.g., 方小美，你可不可以跟我一起吃月饼？ or 方小美，你跟我一起吃月饼，好吗？(Fang Xiaomei, would you like to eat some moon cake with me?)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- initiate relationships?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create dialogues introducing one another. Students use the rating scale to assess how well they are able to initiate relationships (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ None required.

➢ **Anecdotal Notes**
Observe students as they invite each other to join them. Record anecdotal notes of the extent to which students are able to initiate relationships (see sample blackline master in Appendix E: Anecdotal Notes).

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. apologize and refuse politely	➢ **I Can't Make It!** Introduce and practise appropriate ways to apologize and refuse politely; e.g., – 对不起，我没有时间。(Sorry, I don't have time.) – 真对不起，我不能去，下次我一定去。 (I'm really sorry that I can't go this time – next time.) – 对不起，我不是故意/有意的。(Sorry, I didn't mean to.) – 对不起，我不小心 _____。(Sorry, I am being careless.) Divide the students into pairs and have them role-play inviting each other to a party and declining politely. The students may use puppets to role-play. Ask the students to come up with scenarios in which one person is apologizing to another person; for example, while hurrying to catch a train you bump into someone, in a restaurant a waiter offers you food you do not want. The pairs brainstorm scenarios and then perform them for the class. After each scene, discuss the scenario as a group. ➢ **I'm Sorry I'm Late!** Introduce phrases such as 老师，对不起，我来晚了。(Teacher, I'm sorry. I'm late.) Encourage the students to say these phrases when they are late arriving to class. Introduce phrases such as "excuse me" and "pardon me." Encourage the students to say these phrases when they bump into each other or get in another person's way. Display these expressions for future reference.

A–4.1
manage personal relationships

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • apologize and refuse politely?	
➢ **Anecdotal Notes** Observe students as they role-play refusals and apologies. Record anecdotal notes of the extent to which students are able to apologize and refuse politely (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster of expressions related to apology and polite refusal.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students after introducing and practising phrases used when apologizing. Students use the checklist to determine if they are able to apologize and refuse politely (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Poster of expressions of apology and polite refusal.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore a. investigate the immediate environment	➢ **Weather Report** At the beginning of each class, ask one student to do a weather report in Chinese, answering the question, 今天的天气怎么样? (How is today's weather?) Teach and review the following phrases: – 很冷/不冷，很热/不热，不冷也不热，很暖和 (cold/not cold, hot/not hot) 有风/风很大/风不大，有雪/雪很大/雪不大 (windy/still, snowy, heavy/light snowfall) – 有雨/雨很大/雨不大 (rainy/heavy rainfall/shower) – 有太阳/晴天，有云/多云/阴天 (sunny/cloudy) ➢ **My Five Senses** Invite the students to participate in a nature walk after reviewing vocabulary associated with senses; e.g., – 我听到 ____和____。(I hear ____ and ____.) – 我看到 ____和____。(I see ____ and ____.) – 我摸到 ____和____。(I touch ____ and ____.) – 我感觉到 _____。(I feel _____.) – 我闻到 _____。(I smell _____.) Ask the students to share with partners some of the things they experienced during their nature walk. **Extension** Take photographs of the school office, music room, library, gym and other locations in the school. Have the students figure out and describe where these pictures were taken.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- investigate the immediate environment?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they give daily weather reports. Use the checklist to assess if students are able to investigate the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they record their observations during a nature walk. Use the rubric to evaluate how well students are able to investigate the immediate environment (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ Photographs of places in the school.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore b. make and talk about personal observations	➢ **Book Review** Provide Chinese picture books for the students to review. Divide the students into groups and have each student make a personal observation about the book. Invite the students to discuss pictures, characters, words and other elements of the book. ➢ **How Interesting!** Present the students with an interesting object or visual. Invite the students to make three to five simple oral observations about the object. Ask them to share their observations with partners and discuss any similarities or differences in their observations.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make and talk about personal observations?	
➢ **Learning Log** After making a personal observation about the book, students reflect on their learning and on how well they were able to make and talk about personal observations.	➢ Various Chinese picture books.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they make and share observations about an object. Students use the checklist to determine if their peers are able to make and talk about personal observations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Interesting objects or visuals.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. sequence items in different ways A–5.2 gather and organize information	➢ **Sorting into Groups** Work with the students to complete information cards with their names, dates of birth, ages, heights, eye colours and hair colours. Invite the students to use their information to sort themselves into groups according to height, eye colour, hair colour and so on. Ask the students to then create graphs (pie chart, bar graph) showing the information and display them in the class with a written description; e.g., 我们班上有 _____ 个同学是/有_____。(In our class there are _____ students who are/have _____). **Extension** Divide the class into four groups. Have each group decide on a way in which they can line themselves up; e.g., shoe sizes, height, weight, number of people in their families, birth months, number of books read within the last two months. In turn, each group will line up while the other groups guess how they are ordered. ➢ **Interesting Buttons** Prepare buttons of different colours, sizes and shapes. Divide students into four groups and give each group a handful of buttons for sequencing; e.g., 从大到小 (largest to smallest), 从深色到浅色 (darkest to lightest), 从多孔到少孔 (most number of holes to least number of holes). Ask the groups to create a class display of their sequencing.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence items in different ways?	
➢ **Anecdotal Notes** Observe students as they sort themselves into various categories. Record anecdotal notes of the extent to which students are able to sequence items in different ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Grid paper, markers.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they sequence the buttons based on a variety of criteria. Use the checklist to assess if students are able to sequence items in different ways (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Various buttons of different shapes, sizes, colours.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. record and share personal knowledge of a topic	➢ **Hobbies** Present pictures of hobbies or leisure activities with Chinese terms to the class. Divide the students into groups and have them discuss their favourite hobbies or leisure activities. Have each group member choose a favourite hobby, work with the group to brainstorm everything they know about that hobby and record the information in a web. Encourage the students to use their personal dictionaries as necessary. Display the webs in the classroom.
A–5.2 gather and organize information	➢ **Student of the Week** As part of a weekly routine, give one student the opportunity to prepare a poster with various photographs and information that tell about him or her. Each photograph should be labelled with a sentence in Chinese. Students may wish to include photographs of their family members; e.g., 我妈妈叫玛丽亚。我哥哥叫占士。(Maria is my mother. James is my brother.) As well, students should include pictures or photographs of activities that they like and do not like to do; e.g., 我喜欢打冰球。我不喜欢游泳。(I like to play hockey. I don't like to swim.). Invite the students to present their posters to the class.
	➢ **Show What You Know** Ask the students to prepare posters or short children's books on a topic with which they are familiar; e.g., 冰球 (hockey), 足球 (soccer). Invite the students to then prepare brief presentations in which they share their knowledge on the topic.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record and share personal knowledge of a topic?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they complete group hobby webs. Students use the checklist to determine if they are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Rating Scale** Collaboratively create an outcome-based rating scale and share it with the students before they present their posters. Use the rating scale to assess how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Poster materials.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare posters or children's books on familiar topics. Use the rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. define a problem, and search for solutions A–5.3 solve problems	➢ **How Do You Say?** With students, brainstorm and discuss different problems they have when speaking Chinese to others; e.g., cannot remember a word, do not know a word, do not know how to pronounce a word, are too shy. Divide the students into groups and have them brainstorm and discuss different solutions to these problems, including phrases that are helpful when speaking Chinese. Have each group create a poster that deals with one of the problems identified. ➢ **Solve the Problem** Organize the students into small groups and assign each group a problematic situation. Ask the groups to prepare short skits to demonstrate this problematic situation to the class. Have one group at a time come to the front of the class and act out a problem. The other groups come up with suggestions or solutions as to how to solve the problem.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • define a problem, and search for solutions?	
➢ **Anecdotal Notes** Observe students as they brainstorm solutions to problems related to speaking Chinese. Record anecdotal notes of the extent to which students are able to define a problem, and search for solutions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster materials.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they prepare short skits to illustrate a problem. Use the rating scale to assess how well students are able to define a problem, and search for solutions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. choose between alternative solutions **A–5.3** solve problems	➢ **This and That** As class routine, model the vocabulary and grammatical structures used when choosing between alternatives; e.g., A: 你要哪一种颜色？(What colour do you like?) B: 我可以要（这种）红色的吗？(Can I have [this colour] red please?) A: 对不起，没有（那种）红色的了。(Sorry, there is no [that colour] red left.) B: 那么，给我另外一种颜色吧！(Then give me another colour please.) Have the students work in pairs to practise the structures. ➢ **So Many Choices** Provide the students with scenarios in which they are asked to make choices; e.g., choose an item from a menu, choose a movie, choose between television shows. Encourage the students to use learned vocabulary and phrases to choose. Divide the students into partners and have them discuss problems associated with making choices; e.g., you do not like the food you receive at a restaurant, the movie you had planned to see is sold out, your friend wants you to go to a sporting match, but you will miss your favourite television show. Have them discuss solutions to the problems while using correct vocabulary and grammatical structures related to making choices.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • choose between alternative solutions?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they practise choosing one item or the other. Use the checklist to assess if students are able to choose between alternative solutions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss making choices in various scenarios. Use the checklist to assess if students are able to choose between alternative solutions (see sample blackline master in Appendix E: Observation Checklist).	➢ Restaurant menus, movie guides, television guides.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make connections between behaviour and values	➢ **Diary** Guide a class discussion on traditions associated with occasions such as birthdays, Christmas and New Year. Focus on the reasons for and values associated with giving gifts; e.g., some Chinese people eat two boiled brown or red (dyed) eggs as a symbol of birth or good luck and eat long noodles to wish for long life. Have the students write in their learning logs things that are important to their families, their traditions and why they are important.
A–5.4 explore opinions and values	➢ **What Do the Chinese Do?** Prepare discussion topics about Chinese values, such as politeness, friendship, visiting relatives and friends on holidays, taking care of your parents. Divide the class into groups of four. Ask each group to discuss these values and create a short role-play that shows the importance of one or more of these values to Chinese culture.
	➢ **What Do I Do In This Situation?** Provide example situations that the students may be faced with; e.g., – You see someone take money from another person's desk. – You see someone alone on the playground. – You broke a vase at home, but no one saw you. Ask the students to describe what they might do if they were confronted with this kind of situation and why they would do what they would do. Have the students write sentences that explain what they would do and why, based on a pattern; e.g., – I would do _____ because I think _____.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make connections between behaviour and values?	
➢ **Learning Log** After discussing reasons and behaviours associated with giving gifts, students reflect on their learning and on how well they were able to make connections between behaviours and values. For example: – It is important … – I appreciate …	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create role-plays to demonstrate Chinese values. Use the checklist to assess if students are able to make connections between behaviour and values (see sample blackline master in Appendix E: Observation Checklist).	➢ Various props.
➢ **Conferences** Meet with individual students or groups of students to discuss how they decided what to do in each situation. Encourage the students to make connections between their behaviour and values.	➢ Example situations.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.4 explore opinions and values	b. recognize differences of opinion	➢ **What Do You Think?** Present the class with a unique piece of sculpture or a painting. Invite the students to express their own opinions, accept the opinions of others and realize there is no right or wrong responses. ➢ **What Do You Prefer?** Organize the students into small groups. Have each group prepare a list of questions involving preferences; e.g., "你喜欢哪种口味，巧克力还是草莓？ (What flavour of ice cream do you prefer, chocolate or strawberry?) Allow for student discussion as to why students prefer certain foods, types of music, movies, television shows.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize differences of opinion?

➢ **Anecdotal Notes**
Observe students as they give their opinions on a piece of art. Record anecdotal notes of the extent to which students are able to recognize differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they discuss their preferences on various topics. Students use the checklist to determine if their peers are able to recognize differences of opinion (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Sculpture, painting, unique objects.

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun *(continued)*	➢ **Let's Sing!** Review and teach the songs 头儿肩膀 (Head and Shoulders) and 摇摇摆摆 (Hokey Pokey). Model the actions that accompany the songs and encourage the students to sing these songs with the actions. Teach the song 作息歌 (Song of Routines). Have the students echo after you and improvise actions with the words. **Extension** Prepare a cloze text of a song for the students to complete and encourage them to substitute the correct words with humourous ones.
A–6.1 humour/fun	➢ **Game Day** Have a class game day during which students take part in a variety of Chinese language games. For example: – 老师或孔子说 (Confucius Says or Teacher Says) – Hangman games with Chinese vocabulary – "Follow the Leader" to teach classroom directions.
	➢ **Tongue Twisters** Practise tongue twisters or rhymes from Chinese culture; e.g., huà li huà huā 画 里 画 花 huā li yǒu huà 花 里 有 画 huà de shì huā 画 的 是 花 huā yě shì huà 花 也 是 画

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language for fun?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they sing songs. Students use the checklist to determine if their peers are able to use the language for fun (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share with students before they engage in various Chinese games. Students use the rating scale to assess how well they are able to use the language for fun (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Anecdotal Notes**
Observe students as they practise tongue twisters. Record anecdotal notes of the extent to which students are able to use the language for fun (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various songs in Chinese, cloze text.

➢ Whiteboard, markers.

➢ Tongue twisters in Chinese.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun **A–6.1** humour/fun	➢ **What Time Is It, Mr. Wolf?** Engage the students in the Chinese version of 狼先生，现在是几点钟？(What Time Is It, Mr. Wolf?) Review time and number vocabulary and take the students to the gymnasium or another appropriate location. Stand at one end of the gym with your back to the students. Have the students line up shoulder-to-shoulder at the opposite end of the room. The students, in unison, ask 狼先生，现在是几点钟？(What time is it, Mr. Wolf?) Reply with a time; e.g., 四点钟。(It's four o'clock.) Together, the students take four steps and count aloud in Chinese as they step forward; e.g., 一、二、三、四 (one, two, three, four). Eventually, once the students are close, respond by saying, 开饭了! (Lunch time!) and chase the students. The tagged students also become 小狼 (wolves). ➢ **What Do You Think Is Fun?** On the last Friday of the month, set up centres that students can visit in small groups with activities related to what they have learned in the past month. Allow the students to choose learning activities such as choral speech, singing, 20 questions and role-play.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for fun?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in the game "What Time Is It, Mr. Wolf?" Use the checklist to assess if students are able to use the language for fun (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After participating in at least three activities, students reflect on their learning and on how well they were able to use Chinese for fun. Students may use sentence starters such as:

- I learned that …
- I found it interesting that …
- I liked …
- I want to know more about …

MATERIALS

➢ Large playing area.

➢ Variety of activities, games and materials.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively	➢ **Illustrating Songs** Provide the students with the verses of a simple song in Chinese. Ask the students to choose one to illustrate and share their illustrations with a friend. **Extension** Divide the students into groups of three and have them create short songs based on a familiar tune; e.g., London Bridge. Invite the students to share their songs with the class. Consider recording these songs for the students to listen to later.
	➢ **My Comic Book** Copy pages from a comic book and white out the dialogue. Ask the students to fill in the dialogue that is missing with Chinese vocabulary and expressions. Post the comics around the classroom and discuss how the students used the language creatively to create humour. Alternatively, the students could create their own comics to share with their classmates or to publish in a class book.
	➢ **Charades** Review basic vocabulary related to a previously studied lexical field and write the words on flash cards. Divide the students into teams of three or four and give each team a chalkboard or a piece of paper on which to write. A student from the first team comes to the front of the classroom and draws a card from the pile of flash cards. He or she then acts out the word for the entire group. Teams write down their answers on their paper or chalkboard. After 10 seconds, have the teams share their answers at the same time (turn their chalkboards or papers around). Teams with the correct answer will be rewarded a point. Continue the game until all students have had an opportunity to mime a vocabulary word.

A–6.2
creative/aesthetic purposes

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language creatively?	
➢ **Anecdotal Notes** Observe students as they create illustrations of a simple song. Record anecdotal notes of the extent to which students are able to use the language creatively (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Audio equipment, art supplies.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they complete the missing dialogue from comic strips or create their own. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Observation Checklist).	➢ Blank comics, markers.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they guess basic vocabulary during charades. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Vocabulary words written on flash cards, mini chalkboards or whiteboards.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Picture Books** Ask the students to create picture books to share with younger students. These picture books might revolve around a lexical field (e.g., food, weather, family, animals) and should include simple sentences. **Alternative Activity** Review vocabulary related to food and restaurants. In small groups, have the students design simple menus (e.g., breakfast, lunch or supper). ➢ **Movie Time (Advanced Activity)** Invite the students to watch a Chinese language cartoon with English subtitles and make note of three to five phrases they recognized. Have them draw pictures of their favourite scenes from the movie and include a caption. ➢ **Greeting Card** Have the students write notes or cards to someone special. Provide the students with a sentence pattern and appropriate vocabulary; e.g., 祝 (wish), 朋友 (friend), 同学 (fellow student), 女儿 (daughter), 儿子 (son). ➢ **My Personal Dictionary** Have the students create personal dictionaries of Chinese vocabulary they find particularly interesting or fun to say. Invite the students to illustrate the words and present them in an inventive way. Students can add to their dictionaries throughout the year. ➢ **Enjoy Your Time** Allow the students some free time to participate in language activities that they personally enjoy; e.g., reading quietly, copying vocabulary into their personal dictionaries.

A–6.3
personal enjoyment

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for personal enjoyment?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create picture books to share with younger children. Use the rubric to evaluate how well students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Markers, magazines, scissors, glue.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they watch a Chinese cartoon. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).	➢ Chinese cartoon, viewing station.
➢ **Anecdotal Notes** Observe students as they create greeting cards. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Card sample; e.g., 贺年卡，生日卡, markers.
➢ **Conferences** Conference with students and allow them to share their dictionaries. Note if the students use Chinese for personal enjoyment.	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they participate in language activities of their choice. Students use the rating scale to assess how well they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Variety of activities.

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Language Competence

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

LC–1.1 phonology

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. pronounce the most commonly used initials and finals	➢ **Weather Forecast** Review calendar vocabulary; e.g., 年 (year), 月 (month), 日 (date), 星期 (days of the week). Ask the students to draw a weather picture and share it with a partner using a sentence pattern; e.g., 今天是 ____ 年 ____ 月 ____ 日，星期 ____，今天的天气 _____。(Today is day of the week, year, month, date. Today's weather is _____.) Give the students a passage describing the weather or calendar that contains commonly used consonants and vowels and have them take turns reading it aloud to a partner. ➢ **Bingo** Make bingo cards or have the students make the cards and play the game as a class. Instead of the letters BINGO, use five of the following consonants and vowels (initials and finals): – Consonants (initials): b, p, m, f ; d, t, n, l; g, k, h; j, q, x. – Vowels (finals): a, o, e, i. The squares are then filled with words that contain the consonants and vowels. The caller calls out randomly selected words and each student who has the called word must say it aloud and mark it off his or her card.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- pronounce the most commonly used initials and finals?

➢ **Anecdotal Notes**
Observe students as they read aloud weather or calendar vocabulary. Record anecdotal notes of the extent to which students are able to pronounce the most commonly used initials and finals (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Flash cards of weather vocabulary, markers, audio equipment, calendar.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play initials and finals bingo. Use the checklist to assess if students are able to pronounce the most commonly used initials and finals (see sample blackline master in Appendix E: Observation Checklist).

➢ Bingo cards, markers, bag.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	➢ **Perfect Pronunciation** Divide the class into two groups. Provide each group with a set of words or expression cards. Alternating from group to group, have one student read a word or an expression card. When the student pronounces the word or expression correctly, the group earns one point. ➢ **Telephone** Divide the students into teams. Whisper a word or phrase to the first player of each team. That word is whispered down the line of players of each team. The last member of the team says the word spoken to them. If the last player's word is correct, the team gets a point. Rotate the order of the players so that there is a new first player and continue with another word or phrase to whisper down the line. ➢ **Sound Hoop Ball** Create lists of words that contain specific sounds. Line up a row of hoops, buckets or baskets and label them with these sounds. Divide the students into teams and have them line up their first players at the throw line. Say a word from the list and the students must throw a small ball or beanbag through the correct hoop. The first student to get his or her ball or beanbag through the correct hoop gets three points, the second gets two and the third gets one.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they read aloud familiar expressions. Students use the checklist to determine if their peers are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Word or expression cards (two sets).
➢ **Learning Log** After playing the game telephone, students reflect on their learning and on how well they were able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases. For example: – I noticed that … – It's important to …	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they correctly throw a bean bag into the hoop marked with the appropriate sound. Use the checklist to assess if students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Observation Checklist).	➢ Hoops, baskets or buckets, balls or beanbags, labels, list of words.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology c. recognize the neutral tone	➢ **Sound Detectives** Read a sample of short phrases. Read the phrases a second time and have the students put their thumbs up when they recognize the neutral tone; e.g., – *Bà ba* 爸爸 (Father) – *Mā ma* 妈妈 (Mother) – *Wǒ shì nán hái zi。* 我是男孩子。(I am a boy.) – *Nǐ xǐ huān mèi mei ma?* 你喜欢妹妹吗？(Do you like your younger sister?) – *Tā de péng yǒu shì wǒ。* 他的朋友是我。(His friend is me.) – *Hǎo ba! Nǐ ne?* 好吧！你呢？(Alright! How about you?) ➢ **Neutral Tone** Prepare a list of words related to a lexical field studied. Give each student a piece of paper with words and blanks on it. Read the words aloud and have the students write a number "5" in the blank next to a word in which the neutral tone is heard. For example: 一. 好吗 ____ 八. 月亮 ___ 二. 走吧 ____ 九. 哥哥 ___ 三. 苹果 ____ 十. 奶奶 ___ 四. 鞋子 ____ 十一. 圣诞节 ___ 五. 姐姐 ____ 十二. 月饼 ___ 六. 牛奶 ____ 十三. 什么 ___ 七. 新年 ____ 十四. 东西 ___ (Four major tones are symbolized by 1, 2, 3 and 4 and neutral tone is symbolized by 5.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize the neutral tone?	
➢ **Anecdotal Notes** Observe students as they indicate if they heard the neutral tone. Record anecdotal notes of the extent to which students are able to recognize the neutral tone (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Sample of short phrases.
➢ **Anecdotal Notes** Observe students as they mark words that have the neutral tone. Record anecdotal notes of the extent to which students are able to recognize the neutral tone (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Prepared list of words with the four major tones and neutral tone represented.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. copy familiar words, phrases and sentences	➢ **My Family** Write the words for family members on the board and have students practise reading these words. Ask the students to then copy these words on a family tree and label the tree with the title 我的家人 (My Family). Have each student then draw a picture of his or her family and label each family member. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.
LC–1.2 orthography	➢ **Classroom Copying** Have the students create posters with illustrations of various Chinese expressions and phrases related to the topic of study. Ask them to copy the words and phrases from those displayed on the board. Then divide students into groups and have them exchange their posters with other group members to correct. Have the groups discuss things they found difficult or common mistakes in the group and what strategies they could use to improve their copying.
	➢ **Sentence Building** Ask the students to participate in a sentence building activity in which each student is given an envelope of cut up sentence strips. Have the students build the sentence, copy it into a journal, then exchange their envelopes for other envelopes. The envelopes should be labelled to ensure the students choose a different set each time and build a variety of sentences.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- copy familiar words, phrases and sentences?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they label family members on their pictures. Use the checklist to assess if students are able to copy familiar words, phrases and sentences (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they create posters about Chinese expressions and phrases. Students use the checklist to determine if they are able to copy familiar words, phrases and sentences from expressions written on the board. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ Poster materials.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they build and copy the sentences. Students use the checklist to determine if their peers are able to copy familiar words, phrases and sentences from sentence strips they require to build sentences (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ Sentence strips, envelopes.

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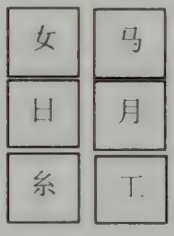
General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. relate radicals to character formation	➢ **Making Words** Prepare cards of radicals（部首/偏旁）and part of the characters. Give each student a card. Ask the students to find their partners to make a character. Once all the students have found their partners, have them hold their cards up for the class to see and read them aloud; e.g.,  （你，他，吃，妹，奶，打，校，家，飯，飽，服，綠，蛇，狗，汁，湯，橙。）
LC–1.2 orthography	➢ **Radicals Review** Teach and review simple radicals with the class; e.g., 口 亻 氵 艹 女 吃 你 河 花 姐 喝 他 海 草 妹 唱 After the lesson, give the students the radicals on flash cards and ask them to identify what each radical means.
	➢ **The Characters Making Game** Prepare cards of radicals and common parts of characters. Divide the class into groups of four. Give each group the same number of cards of both radicals and common parts of the characters. The group who makes the most characters from the cards wins the game.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- relate radicals to character formation?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they find their partners to make a character. Use the checklist to assess if students are able to relate radicals to character formation (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Flash cards of radicals.

➢ **Anecdotal Notes**
Observe students as they review and identify radicals. Record anecdotal notes of the extent to which students are able to relate radicals to character formation (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Flash cards of radicals.

➢ **Learning Log**
After making characters in a small group, students reflect on their learning and on how well they were able to relate radicals to character formation. For example:
– This reminded me of …

➢ Flash cards of radicals and common parts of words.

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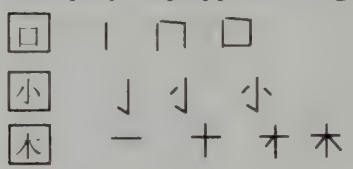
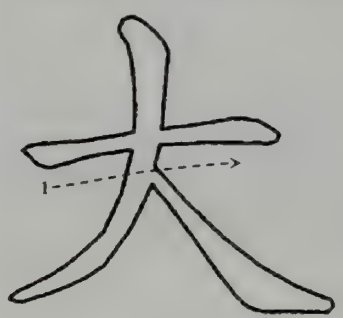
General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography c. recognize stroke order	➢ **Practising Stroke Order** First demonstrate the stroke order of a character on the board. Ask the students to follow the stroke order and practise writing some simple characters in the air with their index fingers. Have the students write down the stroke order of the given characters using a step-by-step approach; e.g., 
	➢ **Play Dough** Give each student a small amount of play dough. Ask the students to roll the play dough into strips. Call out a character and have the students construct the character stroke by stroke; e.g., 横、竖、撇、钩、捺 (horizontal stroke, vertical stroke, slant stroke, hook, slash).
	➢ **The Writing Words Game** Prepare simple theme-related characters. Ask the students to draw arrows and write numbers indicating the stroke order; e.g., 

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize stroke order?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they practise writing some simple characters. Use the checklist to assess if students are able to recognize stroke order (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create Chinese characters out of play dough. Record anecdotal notes of the extent to which students are able to recognize stroke order (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they indicate the stroke order of various characters. Students use the checklist to determine if their peers are able to recognize stroke order (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ None required.

➢ Play dough.

➢ Stroke names poster (笔画挂图), activity sheet.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – friends – weather – holidays – daily routines – any other lexical fields that meet their needs and interests *(continued)* **LC–1.3** lexicon	➢ **Word Relay** Divide the class into teams and divide the board so that each team gets its own space. Give the first team member a piece of chalk or marker and set the topic; e.g., colour, verbs, weather words. When you say 开始! (Go!), the first person from each team runs to the board and writes a word on topic and then goes back and passes the chalk or marker to the next person. **Extension** Ask the students to add these lists of words to their personal dictionaries. Have them add to these lists throughout the year. ➢ **Out of Bounds** If there are empty desks in the room, remove them or mark them "out of bounds." Students may not use these desks during the game. Start by stating in Chinese, "All students who have a birthday in the fall must change places." Remove one desk. The students with birthdays in the fall must not stay in their own desk or use one that has been marked "out of bounds." The student without a desk becomes "it" and gives a new command that will allow him or her to find a seat. Encourage the students to vary the commands to include clothing items, colour of clothing, hair colour or favourite foods. ➢ **All about Me** Ask the students to create posters with pictures of themselves, their home/family, community and any pets they have. Ask the students to prepare brief presentations to explain the posters to their classmates.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play a game of Word Relay. Students use the checklist to determine if they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in the "Out of Bounds" game. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they present posters about themselves. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – friends – weather – holidays – daily routines – any other lexical fields that meet their needs and interests	➤ **Making Sentences** Divide the students into pairs. Have each student draw five cards with familiar word phrases. Student A begins by taking a card from Student B and making a sentence with this word. Student B then takes a card from Student A and makes a sentence. The game continues until both students have made five sentences using their partner's cards; e.g., Student A draws the cards: 下雨 (rain), 朋友 (friend), 洗脸 (wash face), 看书 (read), 吃米饭 (eat rice). Student B takes a card from Student A and makes a sentence: 我的[朋友]是李小明。 昨天[下雨]。 我不喜欢[吃米饭]。 妹妹喜欢[看书]。 **Extension** Ask the students to write these sentences in their notebooks.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of given words and phrases in familiar contexts, within a variety of lexical fields?

➢ **Anecdotal Notes**
Observe students as they create several sentences using vocabulary cards. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Flash cards of words and phrases.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use, in modelled situations,★ the following grammatical elements: **Auxiliary Verbs** 助词 – 会 **Basic Adjectives** 形容词 **Expression of Time** 时间的表示方式 – subject + time + verb – time + subject + verb **Imperatives** – 祈使短句 **Interrogative Phrases** 疑问词/短语 – 是不是？好不好？对不对？ **Measure Words** 量词 – 支、张 **Modal Particle** 语气词 – 吧 **Nouns** 名词 **Positional Nouns** 方位名词 **Pronouns** 代词 **Stative Verbs** 状态动词 **Sentence Pattern** 句型 – subject + verb + object – subject + verb **The Use of 在 as a Verb to Indicate Location** “在”作动词表示地点 – 在 + place **Verbs** 动词	➤ **Construct Sentences from Pictures** Collect pictures or photographs of the community; e.g., library, park, theatre, supermarket. Have the students form groups of four. Give each group a set of pictures or photographs and have them make a sentence using a pattern; e.g., _someone_ 和我在 _place_ + _verb_ . 弟弟和我在 公园 踢球。(Little brother and I kick the ball at the park) Have the students take turns presenting their sentences to the class. Encourage them to add expressions of time to provide more details in their sentences; e.g., 昨天上午，弟弟和我在公园踢球。(Yesterday morning my younger brother and I played soccer in the park.) ➤ **I Can Compare!** Invite two students to come up to the front. Model the following pattern: – 小明比 Danny 高。（矮）(Xiao Ming is taller/shorter than Danny.) – 玛莉的头发比小英的头发长。（短） (Mary’s hair is longer/shorter than Xiao Ying’s.) Write the pattern on the board and have the students use the pattern to compare themselves, other students or things in the classroom.

LC–1.4 grammatical elements

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they construct sentences based on the given pattern. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., the use of 在 as a verb to indicate location (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare each other or objects in the class. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements; e.g., comparison using the character 比 (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Pictures or photographs of the community.

➢ Whiteboard, marker.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

b. use, in structured situations,* the following grammatical elements:

LC–1.4 grammatical elements

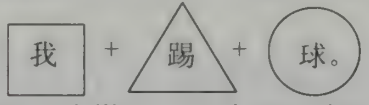
Basic Adjectives
形容词
Conjunction
连词
– 和
Interrogative Words/Phrases
提问代词
– 谁?
Imperatives
祈使短语
Measure Words
量词
– 个、本
Negation
否定
– 不 + adjective
– 不 + verb
– 沒有 + noun
Nouns
名词
Modal Particles
语气词
– 吗、呢
Possessive Indicator
助词
– 的
Pronouns
代词
Sentence Pattern
句型
– subject + verb + object
– subject + verb
Verbs
动词

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Guess Who I Am (Advanced Activity)**
Prepare pictures of a rabbit, a monkey, an ox and a tiger. Ask a volunteer to come up to pick a card. The class asks the student questions such as:
- 你是不是住在山上/树上/水里? (Do you live on the mountains/in the trees/in the water?)
- 你会不会跳/爬/跑? (Can you jump/climb/run?)
- 你吃不吃草/肉/水果? (Do you eat grass/meat/fruits?)

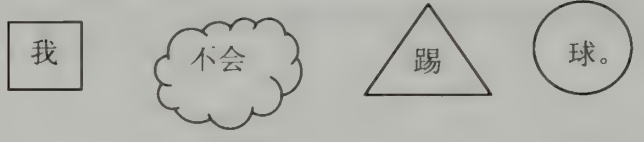
The student responds by using 不是/是 (no/yes), 会跳（爬/跑） (*can jump (climb/run)*); 吃草（肉/水果） (*eat grass (meat/fruit)*).

➢ **Sentence Arranging**
Give each student a sheet of paper with subjects, verbs and objects in different shapes and have them cut them out. Arrange a simple sentence with a subject, a verb and an object on the board (or use cards and a pocket chart). Have the students then arrange their cards into a sentence using the same pattern; e.g.,



After modelling several examples, ask the students to create a few sentences on their own. Encourage the students to share their sentences with partners.

Extension
Give new auxiliary character/phrases 会/不会/可以/不可以 (can/cannot/allowed/not allowed) using different coloured paper. Model where to add auxiliary characters/phrases:



(I don't know how to kick a ball.)

(Little brother can't hit people.)

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask and answer questions. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements; e.g., interrogatives, negation (see sample blackline master in Appendix E: Observation Checklist).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create sentences following a pattern. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements; e.g., sentence patterns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2)

MATERIALS

➢ Animal flash cards.

➢ Handouts of words to cut out, scissors, pocket chart, word cards.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.1 aural interpretation a. understand short, simple oral texts in guided situations	➢ **Listen Well** Prepare a short list of simple instructions for the students to follow to create a picture. Have the students follow these simple oral instructions to create their picture. For example: 1. 在纸上画个大圆圈。(Draw a large circle in the centre of your page.) 2. 在圆圈里画两个三角形。(Draw two triangles in the centre of the circle.) ➢ **Recipe Books** Demonstrate and explain in Chinese how to prepare a simple Chinese food item from a recipe. Divide the students into groups and provide them with simple Chinese recipes. Assure the vocabulary for all recipes is known or introduced and posted. Recipes for typical foods served for a holiday, snacks or meals provide good cultural links. Have the groups practise and then present the recipes to the class. Compile a Chinese Recipe Book for students, encouraging them to try the recipes at home. ➢ **Who Is It?** Post several pictures of different people, numbering each picture. Describe each person in turn without naming the person being described. Invite the students to guess who you are describing by providing the name or number on the picture of that person.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand short, simple oral texts in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they follow directions to create drawings. Use the checklist to assess if students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ List of simple oral instructions to complete a picture.
➢ **Learning Log** After sharing simple recipes, students reflect on their learning and on how well they were able to understand short, simple oral texts in guided situations.	➢ Simple recipes for traditional Chinese foods, compiled cookbooks.
➢ **Anecdotal Notes** Observe students as they guess which person is being described. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Numbered pictures of different people posted around the classroom.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.2 oral production a. produce simple spoken sentences in guided situations	➢ **Origami Finger Game** Invite the students to create origami finger games. On the four outside sections, they spell out four different colours. On the eight middle sections, they spell out eight numbers. On the inside sections, they write eight common questions related to the themes being studied. Working in pairs or groups of three, have the students play their games with each other. Encourage the students to use Chinese as much as possible as they play. ➢ **Interviews** Prepare a list of interview questions for the students. Arrange the students in pairs and have them practise asking and answering the questions provided; e.g.,

Question:	Answer:
你的好朋友是谁？	我的好朋友是____。
(Who is your best friend?)	(My best friend is ____.)
你喜欢星期几？	我喜欢星期____。
(What day of the week do you like?)	(I like ____.)
你喜欢你的名字吗？	我喜欢 / 不喜欢我的名字。
(Do you like your name?)	(I like/don't like my name.)
你的爸爸叫什么名字？	我的爸爸叫____。
(What is your dad's name?)	(My dad's name is ____.)
你的好朋友喜欢什么颜色？	我的好朋友喜欢___色。
(What colour does your friend like?)	(My best friend likes ____.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple spoken sentences in guided situations?

➢ **Anecdotal Notes**
Observe students as they play the origami finger game. Record anecdotal notes of the extent to which students are able to produce simple spoken sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they ask and answer questions. Students use the checklist to determine if their peers are able to produce simple spoken sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Materials to create game, scissors, coloured pencils.

➢ List of interviewing questions.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions, using simple sentences **LC–2.3** interactive fluency	➢ **Can I Borrow ...?** Divide the students into pairs and provide time for the students to prepare brief dialogues, using Chinese vocabulary and expressions related to borrowing classroom materials. These dialogues can be presented to the class. For example: A: 我可以不可以借你的笔？ (May I borrow your pen?) B: 可以。(Sure.) A: 谢谢！ (Thank you.) B: 不客气！ (You're welcome.) After the students have presented their dialogues, mix up the groups and have them create new dialogues. **Extension** Post pictures and posters related to greeting people. Divide the class into groups of three or four. Have each group discuss the pictures and posters and create a short, simple dialogue to act out. ➢ **Thirteen Questions** Prepare a list of thirteen common questions and display it for the class. Have the students work with partners or in small groups and take turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; Ace=1), have the students ask their partners or group members the corresponding question. A point is awarded for each correct response. ➢ **Who Am I?** Have each student tape a paper with a noun related to a lexical field (e.g., a fruit) to the back of a classmate. Invite the students to then ask one another questions to see if they can guess what words they have on their backs; e.g., 我是苹果吗？ (Am I an apple?)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in simple interactions, using simple sentences?

➢ **Anecdotal Notes**
Observe students as they create and present dialogues related to borrowing classroom materials. Record anecdotal notes of the extent to which students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Posters and pictures related to greetings.

➢ **Learning Log**
After using simple sentences to respond to the questions, students reflect on their learning and on how well they were able to engage in simple interactions. For example:
- I was able to …
- I would like to be able to …

➢ Thirteen questions, one deck of cards per group.

➢ **Learning Log**
After trying to guess what words are taped to their backs, students reflect on their learning and on how well they were able to engage in simple interactions using simple sentences. For example:
- I was able to …
- I would like to learn how to …

➢ One card per student with a Chinese noun written on it, tape.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.1 written interpretation a. understand short, simple written texts in guided situations	➢ **True or False** Have the students read a simple, illustrated story. Ask questions or say statements about the story using the pictures as prompts and have the students respond by nodding (true) or shaking their heads (false). After each question, ask "How do you know that?" and have one student explain how he or she knows that the statement is true or false. ➢ **Follow My Lead** Prepare a list of eight to ten simple written instructions. Have the students follow these instructions to create simple drawings. Ask the students to compare their drawings with partners and discuss the results as a whole group.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple written texts in guided situations?

➢ **Learning Log**
After responding to questions about a simple story, students reflect on their learning and on how well they understand short, simple written texts in guided situations.

MATERIALS

➢ Simple, illustrated story.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they read and follow simple instructions to create drawings. Students use the rating scale to assess how well they are able to understand short, simple written texts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ Simple, written instructions.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple written sentences in guided situations LC–3.2 written production	➢ **Game Boards** Give the students blank game boards; e.g., Snakes and Ladders. Ask the students to write simple directions on different squares; e.g., "move two spaces" "go down one space." Invite students to play games using the game boards. ➢ **Making Sentences** Give the students cards with phrases written on them. Ask the students to take turns arranging them into sentences in the pocket chart; e.g., 红色 / 我的朋友 / 喜欢 我的朋友喜欢红色。 (My friend likes red.) 不喜欢 / 下雨 / 他的弟弟 他的弟弟不喜欢下雨。 (His brother does not like rain.) After the students finish rearranging each sentence, they copy it into their learning logs. ➢ **Cards** Based on a model, have the students write invitation, graduation, congratulatory, birthday or thank you cards. Invite the students to illustrate the cards and give them to family members or friends.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple written sentences in guided situations?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they write simple directions on blank game boards. Use the rubric to evaluate how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create sentences and then copy them into their learning logs. Students use the checklist to determine if they are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they create cards. Record anecdotal notes of the extent to which students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Blank game boards; e.g., Snakes and Ladders.

➢ Sentence strips, pocket chart.

➢ Art materials.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.3 viewing a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	➢ **Chinese Artists** Bring in samples of the work of Chinese artists; e.g., 齐白石 (Qi Baishi), 杨柳青 (Yang Liuqing). Samples can be taken from the Internet and put into a slide show or on overheads. Discuss the artists and their works. Invite the students to record their thoughts and impressions about the visuals shown in their learning logs. Facilitate a class discussion, encouraging the students to create meaning from the visuals shown. ➢ **Printed Material** Give the students an opportunity to view a variety of Chinese language newspapers, magazines, children's books, calendars, greeting cards, promotional flyers, movies, television guides, book jackets and compact disc covers. Have the students group the items by topic of interest; e.g., sports, music, fashion. Discuss the groupings as a class and discuss strategies used by the students to derive meaning from the visuals contained in the material.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

➢ **Learning Log**
After making observations about the Chinese paintings, students reflect on their learning and on how well they were able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they group print materials according to various categories. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chinese art by 齐白石, 杨柳青.

➢ A variety of materials in Chinese.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	➢ **Posters** Ask the students to create theme-related posters; e.g., favourite foods, sports, hobbies, cultural traditions in China. Encourage the students to use words from their personal dictionaries and student-generated illustrations to express meaning. Invite the students to present their poster to the class. **Alternative Activity** Ask the students to create posters about their daily routines. For example: – 早上，我先 _____， 然后 _____。 – (In the morning, first I ____ and then _____.) – 中午，我先 _____， 然后 _____。 – (At noon, first I ____ and then _____.) – 下午，我先 _____， 然后 _____。 – (In the afternoon, first I ____ and then _____.) Have the students finish the sentences by drawing pictures to show the things they do. ➢ **Digital Slide Show Presentation** Assign the students a topic or theme that they are to research; e.g., cultural traditions in the China. Have the students prepare several slides with information on their topics, being sure to include graphics such as pictures, graphs, maps and charts. ➢ **Picture Wall** Ask the students to take pictures or draw pictures of classroom events and field trips. Working with partners, the students write simple captions to accompany the pictures and display them on a wall to tell a story of the event.

LC–3.4
representing

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create posters illustrating themes studied. Students use the checklist to determine if they are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create digital slide shows. Use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they prepare pictures of events with captions written below. Record anecdotal notes of the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Poster materials.

➢ Internet and digital slide show software.

➢ Camera, printer.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. distinguish between formal and informal situations **LC–4.1** register	➢ **Meal Conversations** Introduce two settings—one is a restaurant and the other is the dining room at home. Model conversations in both settings; e.g., Restaurant (formal): – 服务员：您好！请问今天您想吃什么？(Waiter: How are you? What would you like to eat today?) – 顾客：我想吃牛肉炒饭。谢谢。(Customer: I would like beef fried rice. Thank you!) Home (informal): – 妈妈：大明，饭好了。快来吃吧！(Mother: Da Ming, supper is ready. Come and eat!) – 大明：来了，我好饿。妈妈，炒饭真好吃！(Da Ming: Coming. I'm very hungry. Mom, the fried rice is yummy!) Discuss the differences between the language used in the two situations. ➢ **Formal and Informal** Prepare simple informal and formal dialogues for the students. Read them and have the students identify if they take place in formal or informal situations; e.g., – 请问你叫什么名字？(What is your name?) – 怎么你又胖了！(You have gained weight.) – 这是我的爸爸。(This is my father.) – 请坐。不要客气。(Have a seat. Don't be shy.) – 请进。(Please enter.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • distinguish between formal and informal situations?	
➢ **Anecdotal Notes** Observe students as they discuss the differences between the two conversations. Record anecdotal notes of the extent to which students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they guess whether the scenarios depicted are formal or informal. Students use the checklist to determine if they are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Simple dialogues.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize that some topics, words and intonations are inappropriate in certain contexts LC–4.1 register	➢ **Is It Appropriate?** Select some video clips that show appropriate and inappropriate ways to communicate with others, for example, *Xiao Ding Dang* (cartoon). Watch the videos with the students and discuss why they are appropriate or inappropriate. ➢ **What Is Inappropriate?** Have the students brainstorm what topics, words or intonations would be considered inappropriate in given situations or occasions; e.g., in a library, swimming pool, wedding, talking with a senior citizen or an elder, Chinese New Year, funeral, restaurant, school, birthdays. Organize these topics, words and/or intonations into a chart for display in the class.

Setting	Inappropriate Topics	Inappropriate Intonations	Chinese Terms
Chinese New Year	Death, poverty	sad	伤心
Classroom	Personal/sensitive subjects	loud, angry	吵闹
Funeral	Fun and games	happy, excited	开心，兴奋
Wedding	Death, divorce	sad, angry	伤心，生气

➢ **Thumbs Up and Thumbs Down**
Describe scenarios involving inappropriate and appropriate words, topics and intonations. Ask the students to indicate whether or not the words, topics and intonations are appropriate by giving a thumbs up or thumbs down.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that some topics, words and intonations are inappropriate in certain contexts?

➢ **Anecdotal Notes**
Observe students as they discuss the video clips. Record anecdotal notes of the extent to which students are able to recognize that some topics, words and intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create a chart sharing inappropriate topics, words and intonations. Use the checklist to assess if students are able to recognize that some topics, words and intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they indicate whether the topics, words and intonations are appropriate or inappropriate. Students use the rating scale to assess how well they are able to recognize that some topics, words and intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Video, viewing station.

➢ Chart paper, markers.

➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand and use a variety of simple idiomatic expressions as set phrases *(continued)*	➢ **Idiomatic Expressions** Throughout the year, post idiomatic expressions on the wall whenever they are introduced. For example:

LC–4.2
idiomatic expressions

Idiomatic Expressions	Literal Meaning	Figurative Meaning
接二连三	Connect two and then three	One after the other
七嘴八舌	Seven mouths and eight tongues.	Noisy – many people speak at the same time.
生龙活虎	Live dragon and live tiger	Very energetic
如鱼得水	As fish get to the water	A pleasant situation
粗枝大叶	Rough branches and big leaves	Carelessly
十全十美	Ten complete ten perfect	Perfect

Explain what each expression means and have the students make illustrations to explain their meanings. Encourage the students to use them whenever relevant throughout the year.

➢ **Comic Strips**
Ask the students to create comic strips using idiomatic expressions studied. Post the comic strips around the room for the others to view.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand and use a variety of simple idiomatic expressions as set phrases?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss and use simple idiomatic expressions. Use the checklist to assess if students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create comic strips using idiomatic expressions. Use the rubric to evaluate how well students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.2 idiomatic expressions a. understand and use a variety of simple idiomatic expressions as set phrases	➢ **Game Play** Organize the students into small groups and give each group a simple board game; e.g., Snakes and Ladders, Bingo or Checkers. While the students play the board games, encourage them to practise simple idiomatic expressions they have learned in class; e.g., 后来居上 (from falling behind to leading). ➢ **Magazine Idiom Hunt (Advanced Activity)** Collect a variety of magazines from China. Read some Chinese magazine advertisements that use idiomatic expressions. Have the students then clip idiomatic expressions from the various Chinese magazines and create a collage. Post the collage in the classroom for all to see.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand and use a variety of simple idiomatic expressions as set phrases?

➢ **Anecdotal Notes**
Observe students as they play board games and use common idiomatic expressions. Record anecdotal notes of the extent to which students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they find idiomatic expressions in magazines and create a collage. Use the rating scale to assess how well students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Board games (Snakes and Ladders, Bingo, Checkers).

➢ Chinese magazines.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. acknowledge and accept individual differences in speech	➢ **Talk about Differences** Play a few short videos or audio recordings. Point out the differences in speech that could be due to the different regional backgrounds of the speakers. Have the students discuss differences in the speech patterns of English speakers and encourage them to acknowledge and accept that individuals of all cultural backgrounds speak differently.
LC–4.3 variations in language	➢ **Comparison** Show a short movie in Chinese. While watching the movie, have the students note the differences in speech among the main characters; e.g., volume of voice, accent, speed, expression. Allow the students to view the video several times.

Main Characters	Volume of Voice			Accents		Speed			With Expression	
	High	Medium	Low	Yes	No	Fast	Average	Slow	Yes	No
爸爸 (Dad)										
奶奶 (Grandma)										
哥哥 (Brother)										
妹妹 (Little Sister)										

➢ **Live Language**
Invite Chinese speakers to the class (e.g., students' parents, students from local colleges and universities, grandparents, others) to read or tell a story in Chinese. After the speakers have left, discuss the differences in the speech of the various guests; e.g., accent, vocabulary, intonation, rate of speech.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- acknowledge and accept individual differences in speech?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they discuss the differences in speech from video or audio recordings. Use the checklist to assess if students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After identifying characters' differences in speech, students reflect on their learning and on how well they were able to use Chinese effectively and competently. Students answer questions such as:

- What would the world be like if everyone sounded the same?
- How are your voice and the way you speak part of your identity?
- How do differences in the way people talk make it easier or harder to understand them?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they listen to various Chinese speakers. Use the rating scale to assess how well students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Short videos or audio recordings in Chinese, viewing or listening stations.

➢ Short Chinese movie, viewing station, chart.

➢ Various Chinese-speaking guests.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use basic politeness conventions	➢ **Think Fast Dialogues** Brainstorm and review classroom phrases associated with politeness; e.g., 请、谢谢、不客气、对不起、没关系、可不可以、您、请进。(please, thank you, don't mention it, pardon me, that's fine, may I, you, please come in). Post these phrases around the classroom for student reference. Organize the students into groups of two or three. Give the students two minutes to prepare brief dialogues based on social scenarios in which they act out basic conventions of courtesy. After the two-minute time limit, have the student groups act out the dialogues for their classmates. Example scenarios might include entering a classroom late, accidentally bumping into someone, asking to leave the classroom, meeting the principal in school, meeting someone for the first time. Consider video recording these performances for viewing by the students. ➢ **Matching Game** Prepare pairs of politeness phrases on flash cards and have the students work in pairs to practise them; e.g., when Student A says, 谢谢, Student B says 不谢.

A	B
谢谢	不谢
谢谢	不客气
对不起	没关系
请进	谢谢

Divide the students into groups and have them play a memory game using cards; e.g., 谢谢 (thank you) matches with 不谢 (you're welcome) or 不客气 (don't mention it), 对不起 (pardon me) matches with 没关系 (no problem).

LC–4.4
social conventions

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use basic politeness conventions?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they present dialogues using basic conventions of courtesy. Use the checklist to assess if students are able to use basic politeness conventions (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers, video recording and viewing equipment (optional).
➢ **Anecdotal Notes** Observe students as they match pairs of politeness phrases. Record anecdotal notes of the extent to which students are able to use basic politeness conventions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pairs of polite phrases on flash cards.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
b. use appropriate oral forms of address for people frequently encountered **LC–4.4** social conventions	➢ **Addressing Adults** Teach forms of address such as 老师 (teacher), 校长 (principal), 阿姨 (aunt), 叔叔 (uncle), 老公公 (male senior citizen), 老奶奶 (female senior citizen). Post pictures of people with different titles around the room. Give each student several sticky notes. Have each student then label each picture with the form of address he or she thinks is appropriate. Once the students have labelled all of the pictures, discuss the student's answers. ➢ **Puppet Show** Prepare several pictures of familiar people of various professions and social statuses; e.g., 老师 (teacher), 校长 (principal), 阿姨 (aunt), 叔叔 (uncle), 老爷爷 (male senior citizen), 老奶奶 (female senior citizen), 小朋友 (children). Arrange the students into small groups and allow each student to choose one picture. Have the students then cut out the pictures and glue them onto ice cream sticks to make puppets. Ask the student groups to then prepare brief role-plays demonstrating the use of appropriate oral forms of address. **Extension** Have the students walk around the classroom and greet other puppets using appropriate oral forms of address; e.g., – 老师，你好吗？ (How are you, teacher?) – 小朋友，早！ (Good morning, children!)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use appropriate oral forms of address for people frequently encountered?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they determine how each person should be addressed. Use the rating scale to assess how well students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Sticky notes, pictures of people with different titles.
➢ **Anecdotal Notes** Observe students as they use puppets to role-play. Record anecdotal notes of the extent to which students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictures of familiar people, scissors, ice cream sticks, glue.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–4.5 nonverbal communication	a. experiment with using some simple nonverbal means of communication	➢ **Nonverbal Responses** Model and have the students practise various nonverbal means of communication, such as 点头，摇头，挥手，握手 and 拱手 (head nodding, head shaking, waving, shaking hands and Chinese hand greeting). Address the students in various ways and have them respond using appropriate nonverbal communication; e.g., - 你们明白吗？(Do you understand?) - 你们喜欢上体育馆吗？(Do you like going to the gym?) - 我可以到你的家玩吗？(May I go to your house and play?) - 放学了，大家明天见。(Class dismissed. See you tomorrow.) - 新年快乐！(Happy New Year!) - 好久不见了；你好。(Hi, haven't seen you for a long time.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experiment with using some simple nonverbal means of communication?

➢ **Anecdotal Notes**
Observe students as they respond to you nonverbally. Record anecdotal notes of the extent to which students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

LC–4.5
nonverbal communication

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	➢ **Classroom Rules** At the beginning of the school year, discuss appropriate and inappropriate nonverbal behaviours for the classroom. Post a student-generated list of classroom rules on the wall. Throughout the school year, reinforce appropriate behaviours and encourage the students to spot and correct inappropriate nonverbal behaviours. ➢ **Inappropriate Behaviours** As a class, brainstorm various nonverbal behaviours that are not appropriate when listening to someone; e.g., closing your eyes, putting your head on the desk or looking away, standing too close or moving away, avoiding eye contact or staring. Discuss other forms of nonverbal communication that can be inappropriate, such as pointing (and staring) at people you do not know, facial expressions (smiling in a sad or serious situation), sticking your tongue out, refusing a handshake. Discuss the importance of using polite nonverbal behaviour when interacting with older people and people in positions of authority. Encourage the students to use polite nonverbal behaviours when guests come to speak to the class. **Extension** In groups, have the students act out various examples of inappropriate nonverbal behaviours in a variety of situations.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that some nonverbal behaviours may be inappropriate in certain contexts?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they review the list of nonverbal classroom behaviours. Use the checklist to assess if students are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they brainstorm and discuss inappropriate nonverbal behaviours. Students use the rating scale to assess how well they are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Chart paper, markers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.1 cohesion/coherence a. sequence events of a simple story	➢ **Ordering Events** Read a simple story, e.g., "The Three Little Pigs," and together with the class list three or four of the main events of the story on the board. Divide the students into small groups and give them three or four paper strips. Have the students copy the events from the board on the paper strips. Once all events are recorded, erase the board and have the students mix up their paper strips. Encourage the students to work as a group to determine the correct order of the events. ➢ **What's the Correct Order?** Review the conventions of storytelling and the parts of a story. Prepare a simple story in Chinese. Give each group a picture that corresponds to part of the text. Choose student representatives from each group to go to the front to the room and place their pictures where they think they belong. The students then must come to an agreement as to the correct placement of all the pictures.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence events of a simple story?	
➢ **Anecdotal Notes** Observe students as they order sentence strips describing the main events of the story. Record anecdotal notes of the extent to which students are able to sequence series of events of a simple story (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Simple story.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they place pictures of scenes from a story in the correct order. Use the checklist to assess if students are able to sequence events of a simple story (see sample blackline master in Appendix E: Observation Checklist).	➢ Chinese story, illustrations depicting scenes from the story.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–5.1 cohesion/coherence	b. link words or groups of words in simple ways	➢ **What Happens First and What Next?** Brainstorm theme-related phrases that go together, such as: - 穿袜子 / 穿鞋子 (put socks on/put shoes on) - 买香蕉 / 吃香蕉 (buy banana/eat banana) - 穿衬衫 / 穿大衣 (put on a shirt/put on a coat) - 打开电视 / 看电视 (turn on the television/watch television) - 到图书馆 / 借书 (go to the library/borrow a book) - 吹蜡烛 / 吃蛋糕 (blow the birthday candles/eat the cake) - 刷牙 / 洗脸 (brush teeth/wash face) - 打开书 / 看书 (open the book/read) Ask the students to use 先 / 然后 (first/then) to link each pair together. Divide the students into groups and have them take turns presenting their linked pairs. ➢ **Sequencing** Review the words 先 (first), 然后 (then) and 最后 (at last). Ask several students to act out a series of actions. The class writes out a description of the scene in Chinese; e.g., - 他先走进教室，然后走到他的座位，最后打开他的书。(He enters the classroom, then goes to his seat, at last he opens his book.) - 他先起床，然后刷牙，最后吃早饭。(He gets up, then brushes his teeth, at last eats his breakfast.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link words or groups of words in simple ways?	
➢ **Anecdotal Notes** Observe students as they use link words 先 / 然后 (first/then) to link phrases. Record anecdotal notes of the extent to which students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they write out a description of the scene using link words. Use the checklist to assess if students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize some simple oral and written text forms **LC–5.2** text forms	➢ **Sticky Stations** Bring in a variety of oral and written text forms; e.g., - newspapers – songs - concert tickets – flyers - bus tickets/train tickets – catalogues - menus – maps - calendars – music videos - posters – Web sites - commercials – comics. Set up centres or stations to display these texts. Arrange the students into small groups and give each group several sticky notes (a different colour for each group). As the groups circulate throughout the centres, they decide what they think each item is and label it with a sticky note. Once the groups have moved through all of the centres, discuss the oral and text forms. ➢ **What Form?** Display simple text forms, such as: 1. List (e.g., a list of supplies: 笔、本子 … [pen, printing book …]) 2. Letter (e.g., a letter from a student to the teacher) 3. Song (e.g., 数青蛙，小弟弟爱画图 [“Count Frogs,” “Little Brother Likes to Draw”]) 4. Story (e.g., 很饿的毛毛虫 [“Very Hungry Caterpillar”]) Ask the students which text form would be best for a variety of purposes; e.g., remembering items to buy at the store, contacting a relative who lives far away, telling about something that happened to you.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some simple oral and written text forms?	
➢ **Anecdotal Notes** Observe students as they move through the stations and label the text forms. Record anecdotal notes of the extent to which students are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various texts in Chinese (magazines, newspapers, children's books, CD covers).
➢ **Learning Log** After identifying which text forms are best for different purposes, students reflect on their learning and on how well they were able to recognize some simple oral and written text forms.	➢ Text samples.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

LC–5.3
patterns of social interaction

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/ nonacceptance	➢ **Play With Me!** Brainstorm how to invite a friend to play at recess and how to respond to an invitation. Record the students' ideas on chart paper or the board; e.g., - 你可以不可以 … ? (Can you …?) - 好吧！(Alright!) - 对不起，我不可以 …。(Sorry, I can't …) - 你要不要 … ? (Would you like …?) - 太好了，我们一起去。(Very good, let's go.) Divide the students into groups and give each group finger puppets to use to role-play an invitation and response. ➢ **Invitations and Responses** Review how students can invite their friends to do something together. Have the students walk around the classroom and find a partner on your signal. Have the pairs take turns responding to invitations; e.g., – 你想去看舞龙吗？ (Would you like to go and watch a dragon dance?) - 好吧！我们一起去。(Sure, let's go together.) - 对不起，我没时间。(I am sorry, I don't have time.) - 你可以来我的生日会吗？(Can you come to my birthday party?) - 对不起，我不可以。(I'm sorry. I can't come.) - 太好了！ (That's great!) ➢ **At the Store** Teach the sentence pattern "你要不要买 _____ ？" (Would you like to buy …?) Divide the students into groups and ask them to use the sentence pattern in a dialogue; e.g., A: 你要不要买个西瓜？ (Would you like to buy a watermelon?) B: 好的。我要一个吧。(Sure, I would like to buy one.) A: 你要不要买些苹果？ (Would you like to buy some apples?) B: 我不要。谢谢。(No, thank you.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate interactions and respond using simple social interaction patterns?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play inviting and responding. Use the checklist to assess if students are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers, finger puppets.
➢ **Anecdotal Notes** Observe students as they invite partners and respond to invitations. Record anecdotal notes of the extent to which students are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they practise dialogues in which they sell items such as fruits. Students use the rating scale to assess how well they are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make observations of Chinese culture; e.g., as it is portrayed in texts and in the community	➢ **Cultural Display** Collect items related to Chinese culture and share them with the students; e.g., 红包，筷子，中国钱，中国旗袍，歌曲，十二生肖 (red envelopes, chopsticks, Chinese coins, changsan, Chinese songs, Chinese zodiac pictures). Explain to the students what each item is used for or what the item symbolizes. Discuss each of the items and encourage the students to describe when or where they have seen similar items before. **Extension** Ask the students to select items related to Chinese culture and present them to the class. ➢ **Chinese Cultural Symbols (Advanced Activity)** Divide the students into groups and have them research (on the Internet and in books) and identify cultural symbols associated with China; e.g., flags, animals, traditional songs, traditional clothing, celebrations, stories, food. Have each group then present its findings to the others in an electronic slide show, poster or other type of presentation. ➢ **Comparing Communities** Have the students review pictures and Web sites that show a Chinese community of similar size to their own. Have them note town planning, housing and building styles, cultural landmarks, industry, recreation, environment and geography. Discuss the students' findings as a class. Ask the students to then create Venn diagrams to compare their community with the Chinese community. **Caution** Students should be monitored when they use the Internet.

GC–1.1
accessing/analyzing cultural knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make observations of Chinese culture?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they examine the items in the cultural display. Students use the checklist to determine if they are able to make observations of Chinese culture (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Items related to Chinese culture.

➢ **Rubric/Conferencing**
Collaboratively create an outcome-based rubric with the students before they prepare a presentation on cultural symbols. Use the rubric to evaluate how well students are able to make observations of Chinese culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). Meet with each of the groups to discuss what they have learned, what they found most interesting and what else they would learn about Chinese culture.

➢ Internet, books, computers, printers, poster materials.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they use Venn diagrams to compare their community with a Chinese community. Use the checklist to assess if students are able to make observations of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

➢ Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. seek out information about Chinese culture from authentic sources; e.g., people	➢ **Field Trip** Arrange a field trip to a Chinese restaurant, grocery store, Chinatown or a local cultural event. Beforehand, have the students prepare a checklist of things to look for; e.g., words they know and recognize, greetings, cultural decorations, menus. Encourage the students to ask Chinese community members for information, such as: - how to use chopsticks - how to eat certain kinds of fruit/vegetables - why they use red for decorations. After the field trip, discuss what you learned as a class. ➢ **Artifacts** Display artifacts from China such as clothing, CDs, instruments, food items, brochures, pictures, arts and crafts. Invite the students to wander around the display and examine the artifacts, then discuss them as a class; e.g., What do they tell us about the country they came from? Encourage the students to make comparisons between their own cultures and Chinese culture. ➢ **Interviews** Invite guest speakers to come and talk to the class; e.g., family members, friends, community members, local musical groups, musicians or dance groups. Before the visitation, ask the students to prepare questions to ask the guest speakers; e.g., - 您来自中国的哪一部分？(What part of China did you come from? - 这儿跟您的故乡有什么相同的地方？(Is there anything here that is the similar to your hometown?) - 这儿跟您的故乡有什么不同的地方？ (Is there anything here that is different from your hometown?)

GC–1.1
accessing/analyzing cultural knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- seek out information about Chinese culture from authentic sources?

➢ **Learning Log**
After attending a field trip, students reflect on their learning and on how well they were able to seek out information about Chinese culture from authentic sources. For example:
- I was able to find information by ...
- I learned …

MATERIALS

➢ None required.

➢ **Conferences**
Meet with the students individually or in groups to discuss their interest in the artifacts displayed in the classroom. Discuss what they found most interesting and what they would like to learn more about. Discuss ways they could seek out information about Chinese cultures from authentic sources and encourage the students to do so.

➢ Various artifacts from China.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to guest speakers and ask them questions. Use the checklist to assess if students are able to seek out information about Chinese culture from authentic sources (see sample blackline master in Appendix E: Observation Checklist).

➢ Guest speakers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of Chinese culture	➢ **Chinese Cultural Activities** Provide information regarding activities and events in the Chinese community; e.g., Chinese New Year parade, Dragon Boat Festival Race. Encourage the students to participate in those activities and share their experiences with the class.
	➢ **Chinese Games** Prepare some Chinese games to teach the students. Have the students take turns playing these games; e.g., 踢毽子 (shuttlecock), 抓包儿 (Chinese jacks), 象棋/飞行棋 (Chinese chess), 扯铃/空竹 (Pull bell), 弹珠跳棋 (Chinese checkers).
	➢ **Culture Festival** Organize a culture day in which students experience the clothing, games, music, crafts, artwork, food and other activities that reflect Chinese culture. Invite cultural clubs to perform; e.g., lion or dragon dance groups, *gong fu* (martial arts groups), Chinese traditional music groups. Include other classes in this festival.

GC–1.2
knowledge of Chinese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of Chinese culture?

➢ **Learning Log**
After attending Chinese cultural activities, students reflect on their learning and on how well they were able to participate in activities and experiences that reflect elements of Chinese culture. Encourage them to relate what they learned to their own past experiences and previous knowledge.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they participate in various Chinese games. Students use the rating scale to assess how well they are able to participate in activities and experiences that reflect elements of Chinese culture (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they organize a Chinese Cultural Festival. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Posters, flyers, advertisements.

➢ Various Chinese games.

➢ Clothing, games, music, crafts, artwork, food, local Chinese cultural organizations.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and identify elements of Chinese culture in the school and community **GC–1.3** applying cultural knowledge	➢ **Chinese Culture Around Us** Invite the students to identify friends and/or people they know who have a "connection" to the Chinese culture; e.g., born in China, Chinese–Canadian, have visited China. In most communities, students will also be able to identify businesses that offer goods or cater to Chinese cultural traditions; e.g., restaurants, specialty food stores, ethnic food section in large grocery stores. ➢ **Welcome to Our Community** Ask the students to create brochures or visitor's guides to their community highlighting Chinese history, businesses, services and landmark buildings. Encourage the students to access information on the Internet, take photographs themselves, visit a local museum and talk to local people. ➢ **Community Map** On a map of your community, have the students mark businesses and other organizations of Chinese origin or affiliation; e.g., restaurants, specialty food stores, cultural centres.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and identify elements of Chinese culture in the school and community?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they identify people and businesses associated with Chinese culture. Students use the checklist to determine if they are able to recognize and identify elements of Chinese culture in the school and community (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create brochures or visitor's guides. Use the rating scale to assess how well students are able to recognize and identify elements of Chinese culture in the school and community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they mark Chinese businesses and organizations on a community map. Record anecdotal notes of the extent to which students are able to recognize and identify elements of Chinese culture in the school and community (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Internet, magazines, community photographs.

➢ Map of community, markers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

GC–1.4
diversity within Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some elements that reflect diversity within Chinese culture	➢ **Comparison Study** Organize the students into small groups and have each group study a different region of China. Have the students prepare presentations on the various cultural elements unique to these regions. Students may include information on things such as 食物 (food), 衣物 (clothing), 节日 (celebrations), 游戏 (games), 音乐 (music) and 习俗 (traditions). After the presentations, discuss the diversity of Chinese culture from region to region. ➢ **Chinese Around the World** Find reference material about Chinese people living in different countries or areas; e.g., 中国 (Mainland China), 台湾 (Taiwan), 香港 (Hong Kong), 新加坡 (Singapore), 马来西亚 (Malaysia), 古巴 (Cuba), 北美洲 (North America). Discuss some of the differences among Chinese people living in different places. Have the students work in groups to fill in a chart like the one below.

中国人住在 (Chinese people living in):	不同的地方？(How are they different?)			
	食物 (Food)	住所 (Shelter)	衣物 (Clothing)	生活 (Way of life)
中国 (Mainland China)				
台湾 (Taiwan)				
香港 (Hong Kong)				
新加坡 (Singapore)				
马来西亚 (Malaysia)				

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some elements that reflect diversity within Chinese culture?

➢ **Rubric/Learning Log**
Collaboratively create an outcome-based rubric with the students before they prepare a presentation on cultural elements unique to various regions in China. Use the rubric to evaluate how well students are able to identify some elements that reflect diversity within Chinese culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). After the presentations, students reflect on their learning and write about the diversity of the people from different regions of China in their learning logs.

➢ **Conferencing/Learning Log**
Meet with the students in their groups and discuss the diversity among the Chinese people living in different countries or areas. What did they expect to learn about Chinese people around the world? What did they find out that surprised them? Have the students note their responses in their learning logs.

MATERIALS

➢ Reference material on different regions of China, Internet, poster materials.

➢ Reference material, charts.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in cultural activities and experiences **GC–1.5** valuing Chinese culture	➢ **Personal Experiences** Divide the students into groups and have them discuss their own personal experiences with Chinese culture; for example, trips they may have taken, visits to a house or other place with Chinese decorations, viewing Chinese television programs or movies, visiting Chinese restaurants, viewing a Chinese art or photography exhibit. Have each group create a poster that reflects these various experiences. **Extension** Establish a Chinese Culture Club that is open to all interested students in grades 4, 5 and 6. ➢ **Chinese Dance** Show videos of traditional Chinese dances and songs; e.g., 掀起你的盖头来 (Lift Up Your Veil) or 舞狮 (Lion Dance). Encourage the students to dance along with the song. During the Lion Dance, have the students take turns being the head and the tail. ➢ **Chinese Culture Stations** Prepare several cultural learning stations in the classroom, including games, food, calligraphy, music and movie centres. Have the students take turns visiting the different stations. **Extension** Invite the students to watch a show on how 贺新年/过春节 (Chinese New Year) is celebrated in China. Have the students write down at least five activities they see on the show and then discuss the activities with a partner.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create posters that reflect their personal experiences. Use the checklist to assess if students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Observation Checklist).	➢ Poster materials.
➢ **Anecdotal Notes** Observe students as they participate in the singing and dancing activities. Record anecdotal notes of the extent to which students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Movies of traditional Chinese dances, viewing station.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they visit the cultural stations. Use the checklist to determine if they are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Chinese games, food, calligraphy brushes and ink, music, movies, movie on Chinese New Year celebrations.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.1 awareness of first language a. identify similarities between their first language (or dialect) and Chinese; e.g., basic word order	➢ **Comparing Words** On the board, write a list of simple vocabulary words related to friends, weather or any other lexical field previously studied. Ask the students to look for similarities between these words and those in their first language. For example: 学校/家 (School/House) 教室 (classroom) 阅览室 (reading room) 卧房 (bedroom) 客房 (guest room) 文具 (Stationery) 铅笔 (pencil) 笔 (pen) 园珠笔 (ballpoint pen) 彩笔 (felt pen) 衣物 (Clothing) 大衣 (overcoat) 雨衣 (raincoat) 游泳衣 (swimsuit) 内衣 (undershirt) 鞋类 (Footwear) 球鞋 (running shoes) 皮鞋 (leather shoes) 雨靴 (rubber boots) 雪靴 (winter boots) ➢ **Who Can Identify?** Provide simple sentences in both Chinese and English; e.g., - 我喜欢中国新年。(I like Chinese New Year.) - 爸爸爱我。(Dad loves me.) - 妈妈喜欢游泳。(Mom likes swimming.) Have the students work in pairs to identify the similarities between the sentences given; e.g., Any patterns? Similar root words? Similar number of syllables? Have the students discuss their observations as a class. ➢ **Did You Know?** Ask the students to create "Did You Know?" posters reflecting the similarities and differences between their first languages and Chinese.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities between their first language (or dialect) and Chinese?	
➢ **Anecdotal Notes** Observe the students as they look for similarities between words from the two languages. Record anecdotal notes of the extent to which students are able to identify similarities between their first language (or dialect) and Chinese. Indicate the date and context of your observations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Vocabulary list.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they compare sentences in Chinese and English. Use the checklist to assess if students are able to identify similarities between their first language (or dialect) and Chinese (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Simple sentences in Chinese and English.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare "Did You Know?" posters comparing the two languages. Use the rubric to evaluate how well students are able to identify similarities between their first language (or dialect) and Chinese (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.

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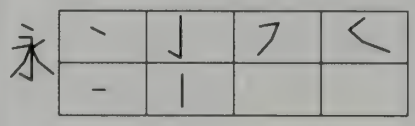
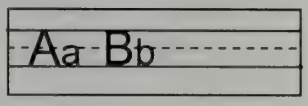
General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify differences and similarities among writing systems from different languages within their personal experience	➢ **Chinese Characters and English Alphabet** To compare Chinese and English writing systems, present a chart of basic strokes in the Chinese writing system and a chart of the printed English alphabet.   Explain that Chinese characters are made up of radicals and strokes, whereas English words are made up of combinations of letters in the alphabet. Have the students write a list of differences and similarities between the Chinese and English writing systems; e.g.,

GC–2.2
general language knowledge

Similarities Between Chinese and English
– starts from left to right *
– both languages can be done in handwriting
– both languages can use different fonts
– formation of a character and a letter; e.g., left to right, top to bottom.

Differences Between Chinese and English

Chinese	English
– no upper or lower cases	– upper and lower cases
– can go vertically from right to left*	– only goes horizontally from left to right
– period is a small circle	– period is a dot

*Presently both styles are widely practised.

Extension
Encourage the students to share texts in other languages with the class and identify differences and similarities among the different writing systems.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify differences and similarities among writing systems from different languages within their personal experience?

➢ **Learning Log**
After writing a list of differences and similarities between the Chinese and English writing systems, students reflect on their learning and on how well they were able to identify differences and similarities among writing systems from different languages within their personal experience.

MATERIALS

➢ Texts in a variety of languages.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

GC–2.3
awareness of own culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. recognize similarities between their own culture and other cultures	➢ **Holiday Celebrations** Introduce or review vocabulary related to family celebrations; e.g., 节日 (festival), 庆祝圣诞节 (celebrate Christmas), 新年 (New Year), 生日 (birthday), 中秋节 (mid-autumn festival), 感恩节 (Thanksgiving), 母亲节 (Mother's Day), 父亲节 (Father's Day), 复活节 (Easter), 端午节 (Dragon Boat Festival), 犹太灯节 (Hanukkah). Have the students interview each other and compare their own celebrations with those of others in the class. ➢ **What Is Culture?** Lead the students in a guided discussion of "What is culture?" - Where one lives: country, climate. - What one needs to live: clothing, types of food, housing, transportation. - Who one lives with: types of families, roles. - Other topics such as schooling, values and beliefs, government, holidays and traditions, laws. Have the students create a large chart to compare several cultures; e.g.,

	加拿大人 (Canadian)	中国人 (Chinese)	原住民 (Aboriginal)
食物 (Food)			
衣物 (Clothing)			
节日 (Celebrations)			

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize similarities between their own culture and other cultures?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they interview each other on holiday celebrations. Students use the checklist to determine if they are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Anecdotal Notes/Learning Log** Observe students as they fill in the charts and make comparisons between the different cultures. Record anecdotal notes of the extent to which students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes). Afterward, students reflect on their learning and on how well they were able to recognize similarities between their own cultures and other cultures. For example, what celebrations are at the same time? What common elements are there in the celebrations? What do the cultures value?	➢ Chart paper, markers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. make connections between individuals or situations in texts and their own personal experiences	➢ **Story Time** Read stories that describe the daily life of Chinese-speaking people. Divide the students into groups and have them list what the characters in the stories do that is similar to their own daily life in Canada. Have groups then create time lines comparing a typical day in their lives with a typical day in the life of a character in the story.
	➢ **Relating to Their Own Experiences** Show a short movie on how some festivals are celebrated in the Chinese culture. Have the students watch for symbols and traditions associated with the celebrations. They then relate what they saw to their own experiences by saying: "The _____ reminds me of _____." - The red envelope reminds me of Christmas presents. - The feast on New Year's Eve reminds me of our turkey dinner at Christmas.
	➢ **Comparing to Real Life** Read a story about a Chinese boy or girl. Have the students think about the events in the story and compare them to things that have happened in their own lives. Ask the students to choose scenes that remind them of something they have experienced. They then draw a picture of the scene from the story and one of their own experience side by side. Encourage the students to add a sentence under each scene to describe them.

GC–2.3
awareness of own culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make connections between individuals or situations in texts and their own personal experiences?

➢ **Anecdotal Notes**
Observe students as they compare the lives of the characters to their own. Record anecdotal notes of the extent to which students are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they relate what they saw in the movie to their own experiences. Use the checklist to assess if students are able to make connections between individuals or situations in texts and their personal experiences (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After reading a story about a Chinese boy or girl, students reflect on their learning and on how well they were able to make connections between individuals or situations in texts and their own personal experiences. For example:
- This reminded me of …
- I could relate to the character because …

MATERIALS

➢ Various texts that describe the way of life of Chinese people.

➢ Short movie about Chinese celebrations, viewing station.

➢ Story about a Chinese boy or girl.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

GC–2.4 general cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community	➢ **Sharing Culture** Ask the students to share their personal heritages and cultural backgrounds with one another; e.g., What do you eat for Christmas dinner? How do you celebrate Thanksgiving day? How does your family celebrate birthdays? **Extension** Invite the parents or other relatives of the students to give brief presentations about their cultural backgrounds. ➢ **Community Celebrations** Ask the students to create posters that describe the various cultural celebrations of their community. For example:

节日：中国新年，　圣诞节，万圣节，　中秋节
jié rì　zhōng guó xīn nián , shèng dàn jié , wàn shèng jié , zhōng qiu jié
过　　时，我 看 到 guò　　shí , wǒ kàn dào
他们吃
他们做
他们穿
他们
A Photograph or a Picture of the Community Celebration

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community?	
➢ **Anecdotal Notes** Observe students as they share their personal heritages and cultures. Record anecdotal notes of the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create posters of community celebrations. Use the rating scale to assess how well students are able to recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Poster materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize that culture is expressed through a variety of forms **GC–2.4** general cultural knowledge	➢ **Food and Fashion** Discuss how culture is expressed through food and fashion. Organize a day in which students can have a potluck and fashion show. Have the students bring in some ethnic finger foods to share with each other in a mini food fair. Have the students label the food they bring; e.g., "Taste of _____ (place)". Encourage the students to wear traditional clothing as part of a cultural fashion show. ➢ **Cultural Expression** Review various pictures, video or Web sites from different cultures. Have the students brainstorm the different ways that culture can be expressed; e.g., through music, dance, literature, entertainment, sport, pastimes, food, clothing, religion, celebration. Have the students identify, draw and write about the different ways culture can be expressed. Collect the pictures for a display board and use them as a point of discussion. Images can be added to the display throughout the year.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that culture is expressed through a variety of forms?

➢ **Learning Log**
After participating in a potluck and fashion show, students reflect on their learning and on how well they were able to recognize that culture is expressed through a variety of forms. For example:
  – I think culture can be expressed through food because…
  – I think culture can be expressed through clothing because…

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they view the media pieces from different cultures. Students use the rating scale to assess how well they are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various ethnic foods and clothing.

➢ Pictures, video or Web sites from different cultures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. demonstrate curiosity about other languages and cultures	➢ **Interview** Have the students ask five other students about their cultural backgrounds. Share the results when students have finished interviewing one another. With the class, compile the results on a class graph or tally chart. ➢ **Whose Heritage?** Prepare samples of food, music, languages (written or oral), pictures of cultural events, costumes, arts and crafts from various countries around the world. Have the students guess which culture is related to the samples presented. Ask the students to bring their own samples of cultural objects from home for show and tell and number each item. Have the students guess which objects belongs to whom and record their answers. Follow with class discussion and encourage the students to ask questions of their classmates about the items they brought. ➢ **International Languages** Show students samples of different languages and have students guess what the languages are. Demonstrate how to say a few words in each language; e.g., – 你好！(Hello!/How are you?) – *Bonjour! Comment ça va?* – *Guten Tag!* – *Hola. ¿Cómo estás?* – *Ciao!* – お元気ですか Have the students search the Internet for examples of how to say "hello" in different languages.

GC–2.5
valuing diversity

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • demonstrate curiosity about other languages and cultures?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they ask about the cultural backgrounds of the students. Use the rating scale to assess how well students are able to demonstrate curiosity about other languages and cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they guess which cultures are related to the samples presented. Students use the checklist to determine if they are able to demonstrate curiosity about other languages and cultures (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Samples of various cultural objects.
➢ **Anecdotal Notes** Observe students as they learn the words in different languages. Record anecdotal notes of the extent to which students are able to demonstrate curiosity about other languages and cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Samples of different languages, Internet.

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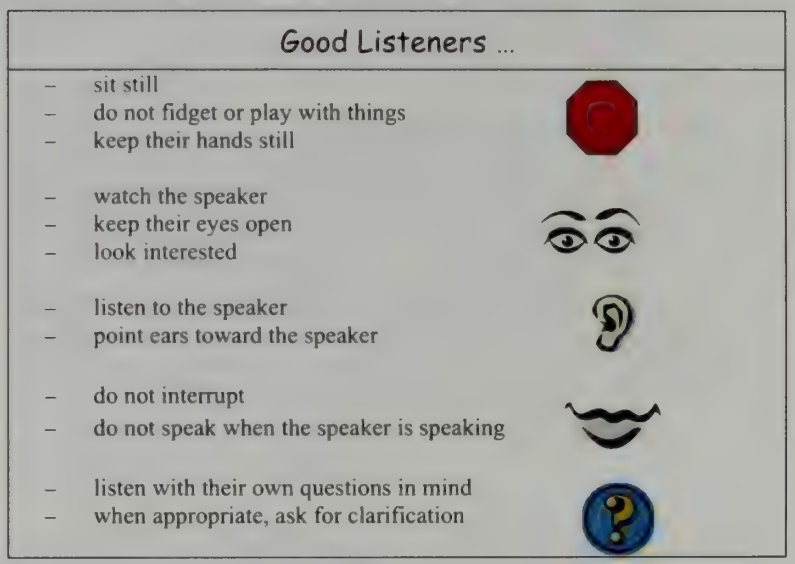
General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen with attention to the opinions of others who come from different cultural backgrounds *(continued)*	➢ **Proper Listening Behaviours** Brainstorm and review proper and polite listening behaviours; e.g.,

GC-2.6
intercultural skills


Good Listeners ...
– sit still
– do not fidget or play with things
– keep their hands still
– watch the speaker
– keep their eyes open
– look interested
– listen to the speaker
– point ears toward the speaker
– do not interrupt
– do not speak when the speaker is speaking
– listen with their own questions in mind
– when appropriate, ask for clarification

Encourage the students to practise these behaviours when working in groups and when guest speakers visit the class. Consider video recording the class for review later.

Extension
Ask the students to find a short story, newspaper article or legend to read to the class while the others practise proper listening skills.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • listen with attention to the opinions of others who come from different cultural backgrounds?	
➢ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they practise proper listening behaviours. Students use the checklist to determine if they are able to listen with attention to the opinions of others who come from different cultural backgrounds. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➢ Video recording and viewing equipment (optional).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen with attention to the opinions of others who come from different cultural backgrounds **GC-2.6** intercultural skills	➢ **Expressing Opinions** Divide the class into groups of four. Prepare some sentence strips and put them in a container. Have each group of students pick out four sentence strips from the container. Ask each student to express his or her opinions about the given statement to his or her group members; e.g., – 圣诞节是最好玩的节日。(Christmas is the most fun festival.) – 中国新年的舞龙最好看。(Dragon dance is great to watch during Chinese New Year.) – 中秋节的月饼比蛋糕好吃。(Moon cakes from Mid-Autumn Festival taste better than cake.) ➢ **Idea Exchange** Invite the students to make up their own controversial statements and pair up to express their opinions on these statements; e.g., – 我觉得_____，因为_____。(I think _____ because _____.) – 我很同意你说的，因为_____。(I agree with you because _____.) – 我不同意你说的，因为_____。(I disagree with you because _____.) Have the students switch partners and continue the activity.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • listen with attention to the opinions of others who come from different cultural backgrounds?	
➢ **Anecdotal Notes** Observe students as they listen to others in their groups expressing their opinions on the statements given. Record anecdotal notes of the extent to which students are able to listen attentively to the opinions of others who come from different cultural backgrounds (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they share controversial statements with their peers. Use the checklist to assess if students are able to listen with attention to the opinions of others who come from different cultural backgrounds (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. initiate and maintain new relationships; e.g., make a new classmate feel welcome	➢ **Welcome a New Classmate** Have the students pair up and practise the following dialogues. Student A: 欢迎！欢迎！很高兴认识你。(Welcome! Welcome! I'm pleased to meet you.) Student A: 我是 名字 。(I'm name .) 你叫什么名字？(What is your name?) Student B: 我叫 _____。(My name is _____ .) Student A: 我家里有五个/口人，你呢？(I have five members in my family. How about you?) Student B: 我家里有 ___ 个/口人。(I have _____ members in my family.) More examples to use include: 喜欢的颜色，吃的东西，从哪儿来，玩什么游戏等 (favourite colours, favourite food, home country, games). ➢ **Introductory Dialogue** Divide the students into two groups and give each student a number. When a number is called, the two students assigned with the number will stand and perform a short dialogue in which they introduce themselves; e.g., 甲：你好，我叫 _____。(How are you? My name is ____.) 乙：你好，我叫 _____。(How do you do? My name is _____.) 甲：你最喜欢什么天气？(What kind of weather do you like?) 乙：我最喜欢下雪，因为 _____。(I like snowy weather, because ….) 甲：你喜欢什么季节？(What season do you like?) 乙：我喜欢 _____ 天，因为_____。 (I like _____ weather, because _____.)

GC–2.6
intercultural skills

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate and maintain new relationships?	
➢ **Anecdotal Notes** Observe students as they engage in welcoming dialogues. Record anecdotal notes of the extent to which students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in dialogues with classmates in which they introduce themselves. Use the checklist to assess if students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

GC–3.1
Chinese language and culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some personal uses they have made of their knowledge of Chinese language and culture	➢ **Knowledge of Chinese Language and Culture** Arrange the students into small groups and have them list what they have learned about the Chinese language and culture. Encourage them to share ways they have used their knowledge at home and in the community; e.g., - to greet a person in Chinese - to order food at a Chinese restaurant - to celebrate Mid-Autumn Festival - to play shuttlecocks with friends - to show friends how to use chopsticks - to ask for directions or help - to write a note to someone. ➢ **I Used What I Have Learned to ...** Have the students work in pairs to discuss how they have applied their knowledge of Chinese language and culture in different situations. Ask them to then turn their experiences into skits and present them to the class.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some personal uses they have made of their knowledge of Chinese language and culture?

➢ **Learning Log/Goal Setting**
After sharing how they have used what they have learned about Chinese language and culture, students reflect on their learning and on how well they were able to identify some personal uses they have made of their knowledge of Chinese language and culture. Encourage the students use the ideas from their group work to set goals for their future use of Chinese.

MATERIALS

➢ Chart paper, markers.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they work in pairs to discuss their experiences and present skits. Students use the checklist to determine if their peers are able to identify some personal uses they have made of their knowledge of Chinese language and culture (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES

Students will be able to:

GC–3.2
cultural and linguistic diversity

a. identify some personal uses they have made of their knowledge of different languages and cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Cultural Tic Tac Toe**
Create a grid showing a variety of activities and items from a variety of cultures; e.g.,

	A	B	C	D	E
1	powwow	France	clogs	dragon boat	pysanka
2	taco	sumo wrestling	origami	Great Wall	sushi
3	perogy	turban	Chinese opera	pemmican	paper crane
4	China	qípáo	piñata	kimchee	pizza
5	kimono	dragon dance	tortillas	Italian bakery	red packet

Divide the students into two teams. Have the students on both teams take turns selecting a square and sharing a personal experience related to the activity or item listed there. The square is then marked with an X or an O. The object is for a team to create a line of four X's and O's in a row.

➢ **A Guessing Game**
Have each student write down one of his or her cultural experiences on a slip of paper without mentioning the name of the culture; e.g., baguette (French), dragon dance (Chinese), origami (Japanese), Sun Dance (Aboriginal) or fish and chips (British). All paper slips are put in a bag. Divide the students into five groups. Each group will send a representative to draw a slip of paper from the bag and read out the cultural experience. The students from that group will take a guess as to the culture related to the experience described.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some personal uses they have made of their knowledge of different languages and cultures?

➢ **Learning Log**
After participating in the Cultural Tic Tac Toe game, students reflect on their learning and on how well they were able to identify some personal uses they have made of their knowledge of different languages and cultures.

MATERIALS

➢ Grid.

➢ **Anecdotal Notes**
Observe students as they write down their cultural experiences. Record anecdotal notes of the extent to which students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Slips of paper, bag.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple cognitive strategies, with guidance, to enhance language learning **S–1.1 cognitive**	➢ **Make and Show** Give five cards to students and have them write weather words and hanyu pinyin on one side and draw pictures on the other; e.g., Encourage the students to use mental images to learn the words that they have prepared. Divide the students into groups and have them take turns saying each word aloud while showing the picture side of the flash card to the rest of the group. ➢ **My Dictionary** Ask the students to keep personal dictionaries in which they record new words and phrases learned. Encourage the students to provide contexts for the words and phrases (e.g., include sentences that use the words and phrases). Also have the students indicate the function of the word or phrase (e.g., action verb, adjective, preposition). Invite the students to organize the vocabulary terms according to lexical fields (e.g., family, school, clothing, weather).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple cognitive strategies, with guidance, to enhance language learning?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they learn new words. Students use the rating scale to assess how well they are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., say the words aloud, use mental images (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Flash cards, markers.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create personal dictionaries. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries (see sample blackline master in Appendix E: Observation Checklist).

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning **S–1.2** metacognitive	➢ **Preparing for Research** Divide the students into groups and have them prepare for a research activity by planning in advance how to approach the project. Have the students brainstorm in their groups what tasks they will need to complete and the steps involved. Have the groups assign tasks to different group members. ➢ **Tracking Learning Strategies** Provide the students with a checklist of learning strategies. Model and discuss the strategies as a class. Have the students include the list in their learning logs and check off the strategies they have used. Ask the students to reflect on their strengths and weaknesses and identify goals for using specific strategies in the future.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they plan for the research activity in groups. Use the rating scale to assess how well students are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Learning Log**
After using the strategies checklist, students reflect on their learning and on how well they were able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., be aware of their strengths and weaknesses, identify their needs and goals, and organize strategies and procedures accordingly.

MATERIALS

➢ Various reference materials related to a research project.

➢ List of strategies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple social and affective strategies, with guidance, to enhance language learning **S–1.3** social/affective	➢ **Modelling Strategies** Model strategies such as risk-taking, self-talk and humour. Describe your own experiences using these types of strategies, for example: - You visit a household, community or country where Chinese is spoken. You do not know the people, but you try speaking to them in Chinese anyway. - You are about to do a presentation in Chinese to the class and you are nervous about your pronunciation. Before your presentation, think positive thoughts and encourage yourself by thinking of all the things you have done already in Chinese. Post the strategies discussed in the classroom and encourage the students to use these strategies on their own. ➢ **Group Work** Provide groups of students with copies of the lyrics to different songs and ask them to collaboratively work to learn the songs. Invite the groups to then present a song to the class and teach their classmates the song. ➢ **Let's Read Together** Provide a selection of simple stories that are visually rich and in Chinese. Divide the students into groups and have them work together to read the short texts. Have the students discuss what to do when they come across a word they do not know. Ensure every student in the group takes a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple social and affective strategies, with guidance, to enhance language learning?

➢ **Learning Log**
After discussing a few social and affective strategies as a class, students reflect on their learning and on how well they were able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., risk-taking, self-talk, humour.

MATERIALS

➢ None required.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they work in groups. Use the rating scale to assess how well students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively in small groups (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Easy Chinese songs.

➢ **Anecdotal Notes**
Observe students as they work with a group to read and summarize simple stories. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g. participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Simple, well-illustrated Chinese stories.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive a. use a variety of simple interactive strategies, with guidance, to enhance language use	➤ **Asking for Clarification** Model commonly used words, phrases and expressions for asking for clarification, help or repetition. Post these phrases around the classroom and encourage the students to practise these phrases when conversing in groups. For example: – 老师，请你再说一遍，好吗？(Teacher, would you please repeat that?) – 老师，我没听到你说什么。(Teacher, I didn't hear what you said.) – 我的意思是 ….。(I mean ….) – 你可以不可以再说一遍？(Would you please say it one more time?) – 老师，对不起，我还不明白，请你再说一次。(Teacher, I'm sorry. I still don't get it. Can you say it one more time?) – 我这样说对吗？(Is it correct to say …?) – 老师，这个东西怎么说？(Teacher, how do you say …?) Organize the students into small groups and have them prepare brief skits in which they use the phrases above. ➤ **Role-play** Have the students, in pairs, role-play two people trying to communicate in Chinese using interactive strategies such as nonverbal clues (e.g., pointing, smiling, nodding, raising eyebrows), circumlocution (e.g., "the thing you hang the clothes on" for "hanger") and asking questions to check for understanding.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple interactive strategies, with guidance, to enhance language use?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they practise asking for clarification or repetition. Use the checklist to assess if students are able to use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., ask for clarification or repetition (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they role-play using interactive strategies. Use the checklist to assess if students are able to use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., use a variety of nonverbal clues, circumlocution (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple interpretive strategies, with guidance, to enhance language use	➢ **Prediction** Before reading a text, have the students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic.
S–2.2 interpretive	➢ **Reading with Purpose** Provide the students with a short Chinese text on a specific topic. Create guiding questions on the topic covered in the text and have the students skim and scan the text to find the answers to the questions. Ask the students to read the text more closely, identifying key words and phrases and rereading several times to understand the more complex ideas. Teach the students how to deal with unfamiliar words in a text. For example: 1. Read sentences before and after the unfamiliar word. 2. Find words or phrases that give clues to the word's meaning or function. 3. Look for clues as to the word's function in its formation. 4. Look at the word's location in the sentence. Location could indicate function; e.g., 在 + 动词 implies a continuous action, 例：他在喝水。 "了"字 at the end of sentences sometimes indicates the task is completed. 例： 我做好功课了。
	➢ **Visuals and Gestures to Improve Communication** Invite the students to play games similar to Pictionary or charades and practise using gestures and visual supports to aid comprehension. Encourage the students to use visuals and gestures to aid their understanding of Chinese speakers in other situations; for example, when watching Chinese programs and movies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple interpretive strategies, with guidance, to enhance language use?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they predict the content of a text or a guest presentation. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they use a variety of strategies when tackling a text. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., use skimming and scanning to locate key information in texts, look for key words, infer probable meanings of unfamiliar words or expressions from contextual clues (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they play games requiring the use of nonverbal communication. Students use the checklist to determine if their peers are able to use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., use gestures and visual supports to aid comprehension (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Chinese story book.

➢ Chinese text on a specific topic.

➢ Pictionary, topics for charades.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple productive strategies, with guidance, to enhance language use **S–2.3 productive**	➢ **Replacement Exercise** Write a sentence with a pattern; e.g., 我吃苹果。 Have the students first copy the sentence, then make three more by replacing each part with a new 代词 (pronoun), 动词 (verb) and 名词 (noun). Example: 我吃苹果。(I eat an apple.) 你吃苹果。(You eat an apple.) 我洗苹果。(I wash the apple.) 我吃香蕉。(I eat a banana.) ➢ **Create Your Own Flash Cards** Organize the students into groups of two or three and have them create flash cards related to vocabulary studied or expressions learned. Invite the students to work in small groups to practise vocabulary using their newly created flash cards. ➢ **Mobile Madness** Have student groups design, create and hang mobiles in the classroom. Ensure the mobiles contain a variety of vocabulary or grammatical structures related to a lexical field studied. Encourage the students to refer to these mobiles when generating texts or conversing with others.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple productive strategies, with guidance, to enhance language use?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create new sentences by replacing words. Use the checklist to assess if students are able to use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use knowledge of sentence patterns to form new sentences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ None required.

➢ **Informal Observation**
Observe students as they work in small groups to review vocabulary using their flash cards. Make mental notes of the extent to which students are able to use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use resources to increase vocabulary.

➢ Blank flash cards.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create mobiles. Use the rubric to evaluate how well students are able to use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use words that are visible in the immediate environment (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ Hangers, magazines, glue, scissors, markers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–3.1 cognitive a. use a variety of simple cognitive strategies, with guidance, to enhance general learning	➢ **Graphic Organizers** Invite the students to use a variety of graphic organizers to organize their ideas and information; e.g., word maps, mind maps, diagrams, charts. ➢ **Identify the Category** List several categories of objects on the board; e.g., types of plants, animals, vehicles, tools, clothing and instruments. From a container, have the students draw word cards with names of items on them. Have the students read the words and then identify the category or categories to which the words belong.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple cognitive strategies, with guidance, to enhance general learning?

➢ **Learning Log**
After using graphic organizers to collect their ideas and information, students reflect on their learning and on how well they were able to use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they categorize various objects. Students use the checklist to determine if their peers are able to use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Various graphic organizers.

➢ A variety of Chinese words on word cards, container.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning **S–3.2** metacognitive	➢ **Advance Planning** Ask the students to work in groups of four and make each group responsible for setting up a display celebrating Chinese New Year. Before beginning a task, ask the students to make plans for completing their task. They jot down different jobs (or subtasks) they need to do and every student is assigned some responsibilities as decided by the group; e.g., working on the poster, getting materials, bringing the food. Ask the students to write down the process used by their groups in their learning logs and reflect on how their planning helped them complete the task. ➢ **All About Me** Have the students complete self-reflections based on their own needs and interests. Have them think about and answer questions such as: 1. When I'm working on an activity, what kinds of things help me? How do they help me? For example: • other students • adults • things on my desk • books and reference materials 2. What things do I need to do to help myself: • before I start • during the activity • after the activity? 3. What are my favourite things to learn about? 4. Rate the following things from one (like it the most) to ten (like it the least): sort things, organize things, look for information, watch videos, role-play, learn about culture, play games, write my own stories, create artwork, listen to guest speakers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple metacognitive strategies, with guidance, to enhance general learning?

MATERIALS

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they plan a Chinese New Year display. Use the checklist to assess if students are able to use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task (see sample blackline master in Appendix E: Observation Checklist).

➢ Various materials required for the displays.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they complete the self-reflection activity. Students use the checklist to determine if they are able to use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., identify their needs and interests (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. use a variety of simple social and affective strategies, with guidance, to enhance general learning **S–3.3** social/affective	➢ **Brainstorming Strategies** Brainstorm various social and affective strategies students might use to enhance their learning; e.g., – ask others for help – watch others' actions and copy them – offer encouragement and praise to your peers – use positive self-talk – be willing to take risks. Have the students identify the strategies they have used (and when/how they used them), ones they would like to use more often and strategies they would like to try for the first time. ➢ **Group Problem Solving** Have the students work in groups of five and assign the groups simple problems; e.g., you need to make Chinese lanterns for the festival next week. Provide the students with a simple problem-solving model; e.g., 1. Identify the problem or issue. 2. Think of possible solutions. 3. Identify the consequences of each solution. 4. Decide on the best solution (most positive results). 5. Follow through with a plan of action. Have the groups work through the problems and develop action plans. Ask each group to present its problem and solution to the rest of the class and explain how they worked together to come up with the solution.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple social and affective strategies, with guidance, to enhance general learning?

➢ **Anecdotal Notes**
Observe students as they identify and discuss their use of social and affective strategies. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., ask others for help, watch others' actions and copy them (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they identify the problem and develop an action plan. Use the checklist to assess if students are able to use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., take part in group problem-solving processes (see sample blackline master in Appendix E: Observation Checklist).

➢ None required.

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Grade Level Samples for Grade 6

Applications **520**

Language Competence **574**

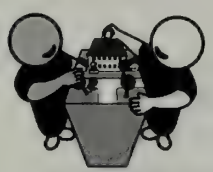
Global Citizenship **622**

Strategies **658**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

- A–1 to receive and impart information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral texts
- LC–3 interpret and produce written and visual texts
- LC–4 apply knowledge of the sociocultural context
- LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Chinese culture
- GC–2 appreciating diversity
- GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

A–1.1 share factual information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. describe people, places, things and series or sequences of events or actions	➢ **My Hobby** Ask the students to prepare presentations entitled "My Hobby" in which they describe their favourite hobbies. Have them select a medium—visual (e.g., a drawing, pictures, poster, photographs, video, diorama), oral or written (e.g., digital slide show presentation, report). ➢ **Travel Tips** Invite the students to use a variety of resources (e.g., books, magazines, brochures, CD–ROM encyclopedia, Internet) to research a Chinese-speaking country. Ask the students to each collect and present descriptions of ten things to see, things to eat or places to stay. ➢ **Chinese Festivals** Have the students choose Chinese festivals of personal interest and then form groups according to the festivals they chose. Have the student groups conduct research using a variety of sources and develop presentations describing the festivals and a sequence of the events during the celebration; e.g., Chinese New Year—on the first day you wear new clothes, on the second day you go out and visit people, and so on. ➢ **Chinese Yo-yo (Pull Bell)** After watching a video on Chinese yo-yo *Chě líng* 扯铃, have the students draw pictures and write out the procedure of how to play with the 扯铃/空竹. Encourage the students to draw pictures to accompany their descriptions. **Caution** Students should be monitored when they use the Internet.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe people, places, things and series or sequences of events or actions?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they prepare a presentation on their hobbies. Use the rubric to evaluate how well students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe the students as they present their travel tips. Record anecdotal notes of the extent to which students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they research and describe a Chinese festival. Use the checklist to assess if students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they write instructions on how to play with the yo-yo. Use the rating scale to assess how well students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Materials for presentations.

➢ Various reference materials.

➢ Various research materials.

➢ Video on the Chinese yo-yo.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

A–2.1
share ideas, thoughts, opinions, preferences

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. inquire about and express likes and dislikes	➢ **Class Surveys** Have the students create simple surveys regarding topics such as sport preferences; e.g.,

学生名字 (Student)	羽毛球 (Badminton)	棒球 (Baseball)	游泳 (Swimming)	足球 (Soccer)	冰球 (Hockey)
Sylvie					
Aline					
Ming					

Have the students circulate and ask their classmates questions such as 你喜欢打羽毛球吗？ (Do you like badminton?) The respondents answer in complete sentences, and the interviewer marks the box under 喜欢 (like) or 不喜欢 (don't like). Ask the students to then create bar graphs representing the various likes and dislikes of class members.

➢ **What I Like to Do**
Present the students with a variety of pictures depicting hobbies. Ask the students which activities they prefer, using questions such as 你喜欢 _____ 还是 _____？ *Nǐ xǐ huān* _____ *hái shì* ____? (Do you like ____ or ____?) The student replies, 我喜欢 _____ 因为… *Wǒ xǐ huān* _____ *yīn wèi* … (I like _____ because …)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- inquire about and express likes and dislikes?

➢ **Anecdotal Notes**
Observe students as they survey their classmates and compile the results on their likes and dislikes. Record anecdotal notes of the extent to which students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Graph paper.

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they state the hobbies they prefer. Students use the checklist to determine if they are able to inquire about and express likes and dislikes. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ Pictures and photographs of hobbies.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	b. record and share thoughts and ideas with others	➢ **My Diary** Have the students write in a diary for a week about any events that happen from Monday to Friday, during or after school. On the following week, have the students share their thoughts and ideas with small groups or partners. The listening students respond to the diary entries by expressing their thoughts and opinions. ➢ **Music Appreciation Centres** Set up a variety of music appreciation centres. Include classical and contemporary Chinese music and instruments from China. Have the students record their thoughts and opinions on the music and instruments and share them with others in groups.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record and share thoughts and ideas with others?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they share their diary entries in groups. Use the checklist to assess if students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Anecdotal Notes**
Observe students as they record and share their thoughts and opinions on the music they listened to in the centres. Record anecdotal notes of the extent to which students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Variety of recordings of contemporary and classical Chinese music, listening centres, variety of musical instruments from China.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. inquire about, record and share personal experiences involving an emotion or feeling; e.g., happiness, anger	➢ **Show and Tell** Ask the students to bring in photographs of important personal experiences; e.g., receiving an award, holding a new baby sibling, opening gifts. Have the students then share, orally and in writing, basic information about the event and how they felt about it. For example: – 这是我和弟弟。(This is my brother and I.) – 他是个小宝宝。(He is a baby.) – 他在 2004 年 10 月 7 日出生。(His birthday is October 7, 2004.) – 我很高兴。(I am very happy.) – 我觉得又骄傲又兴奋。(I am also proud and excited.) – 他很可爱！(He is very cute!)
A–2.2 share emotions, feelings	➢ **Skits** Have the students act out various scenarios involving emotions; e.g., my birthday party, when I lost something important, a time when I was in danger. Have the students use their words and nonverbal behaviours to express emotion and to tell how they are feeling. **Alternative Activity** Provide the students with a wheel that is divided into five or six sections, each labelled with a different emotion. Have the students spin the wheel and then act out a scenario involving the emotion.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- inquire about, record and share personal experiences involving an emotion or feeling?

➢ **Anecdotal Notes**
Observe students as they share information about their experiences during show and tell. Record anecdotal notes of the extent to which students are able to inquire about, record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they act out scenarios involving emotions. Use the rubric to evaluate how well students are able to inquire about, record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Photographs from home.

➢ List of scenarios, various props, emotions wheel.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others a. encourage or discourage others from a course of action	➤ **Classroom Rules** Review some imperative forms of common verbs and teach phrases such as: – 不要！(Don't do that!) – 停！(Stop!) – 开始吧！(Go ahead!) – 对了！(Yes, that's right!) Create a list of classroom rules and post it in the classroom. Encourage the students to refer to the list throughout the year and to encourage other students to follow the rules. ➤ **Teamwork** Divide the students into teams and set up an obstacle course in the classroom or schoolyard. Have each group decide on one member to wear a blindfold. Blindfold the "listeners" and then have each team instruct their listener through the obstacle course using verbal instructions, encouragement and discouragement. For example: – 往前走。(Go forward.) – 向右拐。(Turn right.) – 向左拐。(Turn left.) – 小心。(Watch out/be careful.) – 太好了！(Very good!)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage or discourage others from a course of action?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they review a list of classroom rules. Use the checklist to assess if students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ **Anecdotal Notes**
Observe the students as they give directions through the obstacle course to their teammates. Record anecdotal notes of the extent to which students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Obstacle course, blindfolds.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. give and follow a simple sequence of instructions **A–3.1** guide actions of others	➢ **Treasure Hunt** Divide the class into two teams and have each team hide an item and write simple instructions for how to find to find it. Have each team then exchange instructions and follow them to find the hidden treasures. ➢ **Recipes** Have the students follow simple recipes for making Chinese tea, wonton or other traditional Chinese foods. ➢ **Follow the Leader** Arrange the students into small groups and take them to the gymnasium or a large play area outside. Invite the students to play a game of follow the leader, with one student leader giving commands, e.g., raise your right hand, touch your right ear, raise both hands, turn your head to the left, and the others following. ➢ **Row Races** Divide the students into teams based on their desk rows. Have all the students from the front of the rows come to the front of the classroom. Give a simple sequence of actions to be performed. The students return to their rows and tell the next students in the rows these instructions. The sequence of actions is verbally relayed down the rows. The last students in the rows listen and perform the sequence of actions.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- give and follow a simple sequence of instructions?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they write instructions for another group to follow to find a hidden object. Use the checklist to assess if students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they follow simple recipes. Students use the checklist to determine if they are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in a game of follow the leader. Students use the checklist to determine if their peers are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they give the instructions to others on their teams and follow them. Record anecdotal notes of the extent to which students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Objects to hide.

➢ Recipes, various ingredients, cooking utensils.

➢ None required.

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.2 state personal actions a. make an offer and an invitation, and respond to offers and invitations made by others in familiar situations	➢ **You Are Invited To ...** Have the students create formal and informal invitations on paper and in e-mails and send them to you and to each other. Ask the recipients to respond to the offers by accepting or declining the invitations. **Extension** Have the students practise the language needed to invite another person to a party by role-playing in pairs. ➢ **Potluck** Have a potluck day when students bring in various cultural dishes related to a celebration. Have the students practise offering one another their food and accepting or declining the offers. For example: – 你想尝尝吗？(Would you like to have a taste?) – 谢谢，很好吃！(Thank you, it's delicious!) – 谢谢，我现在不想吃。(Thank you, I don't want to eat now.) – 多一点？(More?) – 够了，谢谢。(That's enough, thank you.) – 不客气！(Don't mention it! [You're welcome!])

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make an offer and an invitation, and respond to offers and invitations made by others in familiar situations?

➢ **Anecdotal Notes**
Observe students as they create, send and respond to invitations. Record anecdotal notes of the extent to which students are able to make an offer and an invitation, and respond to offers and invitations made by others in familiar situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they offer each other food during a potluck day. Use the checklist to assess if students are able to make an offer and an invitation, and respond to offers and invitations made by others in familiar situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Invitation templates, markers, e-mail and printer.

➢ Various cultural foods.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. inquire about and express ability and inability to do something	➢ **Collage** Have the students create collages of the activities that they are able to do. To accompany the collage, have the students write summary paragraphs describing the activities they are able to do. ➢ **Ability Survey** Create a chart listing specific actions; e.g., 你会不会 …? / *Nǐ huì bú huì …?* (Do you know how to …?) **A–3.2 state personal actions** After practising the question 你会 …? (Can you …?) and practising possible responses as a class, have the students gather in an area of the classroom. Have the students ask each other questions based on the chart; for example, 你会游泳吗？(Can you swim?) The other students respond using complete sentences: 我会游泳。(I can swim.) or 我不会游泳。(I can't swim.) The goal of the activity is to find students in the class who can perform each of the activities listed in the chart. Afterward, review the results as a class; e.g., 我们班上有五个人（同学）会打冰球，有十个人（同学）不会。(We have five classmates who can play hockey and ten who cannot.)

活动 (Activity)	*Huì* 会 (Know)	*Bu huì* 不会 (Do Not Know)
1. 游泳 (swim)		
2. 打篮球 (play basketball)		
3. 踢足球 (play soccer)		

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- inquire about and express ability and inability to do something?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create collages of activities they are able to do. Use the rubric to evaluate how well students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they survey classmates about what they are able to do. Record anecdotal notes of the extent to which students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Magazines, scissors, glue, markers.

➢ Survey chart.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions a. encourage other group members to participate	➢ **Offering Encouragement** Introduce encouragement phrases such as: – 一起做！(Join us!) – 到你啦。(It's your turn.) – 走吧！(Let's go!) – 你可以的！(You can do it!) Have the students use these phrases to encourage others to participate in activities such as playing a game, reading a poem, making a craft. **Extension** Have the students create inspirational posters for the classroom using these encouragement phrases.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage other group members to participate?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they practise the encouragement phrases. Use the checklist to assess if students are able to encourage other group members to participate (see sample backline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Poster materials.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions b. assume a variety of roles and responsibilities in a group	➢ **Group Roles** When the students are preparing a project in groups, assign specific roles to each member of the group. Assign set tasks and provide vocabulary for each role; e.g., facilitator, recorder, timekeeper, summarizer, presenter. Rotate the roles within each group. ➢ **Classroom Helpers** Encourage the students to assist in classroom chores; e.g., – 发作业 (distributing classroom materials) – 在板上写作业 (writing homework on the board) – 在板上写日期 (writing the date on the board) – 擦白板 (cleaning the board) – 收拾教室图书柜/箱 (tidying the class library). Assign weekly roles on a class chart.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assume a variety of roles and responsibilities in a group?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they are assigned roles in their groups. Students use the checklist to determine if they are able to assume a variety of roles and responsibilities in a group (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they assume weekly classroom responsibilities. Record anecdotal notes of the extent to which students are able to assume a variety of roles and responsibilities in a group (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Posted chart of classroom chores.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions c. negotiate in a simple way with peers in small group tasks	➢ **Negotiating with Others** Review vocabulary and expressions that could be used when working or playing with others in a group; e.g., – 我是第一个？(Am I first?) – 我可以先走吗？(May I go first?) – 你先来吧。(Go ahead.) – 我先走，然后到你走，好吗？(Can I move first and then your turn, is it alright?) Lead a class discussion on negotiation and why it is important when working or playing with others. Have the students share stories of times when they have negotiated. Encourage the students to use these phrases when trying to work through small group tasks or when playing in groups.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- negotiate in a simple way with peers in small group tasks?

➢ **Anecdotal Notes**
Observe students as they share stories of when they negotiated with others. Record anecdotal notes of the extent to which they are able to negotiate in a simple way with their peers in small group tasks (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions d. offer a simple explanation or clarification	➢ **Offering an Explanation** Teach the students phrases such as 我来说说。(I can explain.) or 我可以说吗？(Can I explain?) and other phrases related to giving explanations. Have the students add these phrases to their personal dictionaries. Encourage the students to use these phrases to offer explanations when their peers need assistance. Divide the students into partners and have them take turns giving instructions on how to make a paper airplane or some other simple task. Encourage the students to offer to clarify or explain when the need arises; e.g., 先做这一步跟着做下一步。(Do this step first and then the following step.)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- offer a simple explanation or clarification?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they give instructions and clarify their instructions as needed. Use the checklist to assess if students are able to offer a simple explanation or clarification (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Personal dictionaries.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

A–4.1 manage personal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. talk about themselves, and respond to the talk of others by showing attention and interest	➢ **Inside–Outside Circles** Have the students form two circles, one inside the other. Have the students talk with the people opposite them. Discussion could be focused on weekend activities, daily routine, favourite foods and so on. Encourage the students to take turns speaking and listening. After the students have spoken for two to three minutes, have members of the outer circle move clockwise. Have the students begin new discussions with their new partners. ➢ **Drawing Topics** Write several different topics on pieces of paper and put them in a bag; e.g., 我爱玩的运动 (sports that I play), 我爱听的音乐 (music that I like), 今天我吃的东西 (what I ate today), 我的小宠物 (pets I have/had), 今天的天气 (the weather today), 周末我做的事情 (what I did on the weekend). Have each student draw a piece of paper from the bag and then find the students with the same topic. Have the students then discuss the topic, taking turns speaking and listening. After several minutes, collect the slips of paper and have the students draw new topics.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- talk about themselves, and respond to the talk of others by showing attention and interest?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they engage in discussions during the Inside–Outside Circles activity. Use the checklist to assess if students are able to talk about themselves, and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they find their groups and discuss various topics. Students use the rating scale to assess how well they are able to talk about themselves, and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ Small pieces of paper with topics written on them, bag.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. make and break social engagements *(continued)*	➤ **See You There!** Have the students write informal, brief notes inviting classmates to an imaginary event. Ask the students to pass their notes through a message board or in e-mails. Encourage the students to respond by accepting or declining.
A–4.1 manage personal relationships	➤ **Reservations and Appointments** Have the students practise telephone calls in which they make reservations at a restaurant. For example: Student A (waiter): 喂！你好，_____餐馆。 (Good afternoon! _name of restaurant_.) Student B (customer): 喂！你好，请问今天晚上有十个人的桌子吗？(Hello! Do you have a table for 10 tonight?) Student A: 请等一等，有！(One moment please—yes, we do!) 请问你姓什么？(What is your last name?) Student B: 我姓_____。(My last name is _____.) Student A: 今天晚上几点来？ (What time are you coming tonight?) Student B: 今天晚上七点。(Seven o'clock.) Student A: 好的！谢谢，再见！ (No problem! Thank you, good-bye!) Student B: 再见，谢谢！(Thank you, good-bye!)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and break social engagements?

➢ **Anecdotal Notes**
Observe students as they write notes inviting classmates to imaginary events and respond to these invitations. Record anecdotal notes of the extent to which students are able to make and break social engagements (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they practise conversations in which they make and break appointments. Use the checklist to assess if students are able to make and break social engagements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships b. make and break social engagements	➢ **Cancelling Reservations** Have the students practise telephone calls in which they cancel a previously made reservation. For example: Student A (waiter): 喂！你好！_____ 餐馆。 (Good evening! name of restaurant .) Student B (customer): 喂！你好！我中午（的时候）打电话来订了今天晚上十个人的桌子。 (Hello! I called this afternoon to reserve a table for 10.) Student A: 是，你姓什么？(What is your last name?) Student B: 我姓 _____。今天晚上不能来因为 _____ 对不起！ (My last name is _____. I'm sorry that I have to cancel my reservation tonight!) Student A: 没事！ 再见！(That's fine! Good-bye!)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and break social engagements?

➢ **Anecdotal Notes**
Observe students as they practise telephone calls to cancel reservations. Record anecdotal notes of the extent to which students are able to make and break social engagements (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore alternative classification systems and criteria for categories **A–5.1** discover and explore	➤ **Class Classification** Discuss various criteria for classifying the students in the class; e.g., 衣物，高度，头发的颜色，等等 (clothes, height, colours of hair). Have the students organize and reorganize themselves into groups based on the different criteria. ➤ **Organizing Animals** Display a poster of various animals and their names in Chinese. Have the students classify the animals according to criteria of their choosing; e.g., 大/小，深/浅颜色，高/矮，多少条腿，能走/游泳/飞 (small/big, dark/light coloured, tall/short, number of legs, walk/swim/fly). Have them create charts to display their classifications and then share their work with partners. ➤ **Who Am I?** Place the names of animals on the backs of the students. Have the students circulate, asking each other questions to determine what animals are on their backs. Once all of the students have discovered what they are, have them organize themselves in various ways; e.g., 住在郊野的/城市的动物 (animals that live in the country/in the city), 大/小动物 (big animals/small animals), 住在水里的/陆地上的动物 (water animals/land animals).

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore alternative classification systems and criteria for categories?

MATERIALS

➢ **Anecdotal Notes**
Observe students as they organize themselves into different categories. Record anecdotal notes of the extent to which students are able to explore alternative classification systems and criteria for categories (see sample blackline master in Appendix E: Anecdotal Notes).

➢ None required.

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they create charts to categorize animals. Students use the checklist to determine if they are able to explore alternative classification systems and criteria for categories. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ Animal posters.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they organize themselves based on different criteria. Use the checklist to assess if students are able to explore alternative classification systems and criteria for categories (see sample blackline master in Appendix E: Observation Checklist).

➢ Animal picture or word cards, tape.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore b. discuss relationships and patterns	➢ **Seasonal Temperatures** Create a chart showing the high/low temperatures of cities in China and cities in Canada with the months across the top and the cities down the side. Ask the students to investigate which Canadian cities and Chinese cities have similar high and low temperatures. Have the students then compare the temperatures in various ways; e.g., – 哪个城市最热？(Which city has the hottest temperature?) – 哪个城市最冷？(Which city has the coldest temperature?) – 哪个国家平均气温最冷/暖和？(Which country, on average, is the coldest/warmest?) – 你看到这两国的天气有什么规律？(What patterns do you notice in the weather?) ➢ **Family Tree** Show the students several examples of family trees written in Chinese. Model how to create a family tree and encourage the students to identify the relationships between themselves and their family members. For example: – 这是我的爷爷。他是我爸爸的爸爸。(This is my grandfather. He is my father's father.) – 这是我的姑姑。她是我爸爸的妹妹。(This is my aunt. She is my father's sister.) Have the students create their own family trees and present them to the class. Work with students who have non-traditional families.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- discuss relationships and patterns?

MATERIALS

➢ **Anecdotal Notes**
Observe students as they review the chart showing seasonal temperatures in China and Canada. Record anecdotal notes of the extent to which students are able to discuss relationships and patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Weather information for China and Canada.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create and present their family trees. Use the rating scale to assess how well students are able to discuss relationships and patterns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Sample family trees.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. compare and contrast items in simple ways **A–5.2** gather and organize information	➢ **Shoebox Objects** Divide the students into small groups and give each group a shoebox filled with a variety of objects that they can name. Have each student in turn pull an object from the box, saying 这是一个大/小_____。(This is a large/small _____.) Direct all groups to sort their box of objects in various ways; e.g., – 大/小 (big/small) – 长/短 (long/short) – 轻/重 (light/heavy) Have the students then take out two contrasting items and compare them using a complete sentence. For example: 这个苹果比这块橡皮大。(This apple is larger than the eraser.) 这支铅笔比这支原子笔长。(This pencil is longer than the pen.) ➢ **Classroom Line Ups** Direct the students to use questions, answers and statements to organize themselves into one line according to specific criteria, such as 鞋号，体高 (shoe size, height). Have them use vocabulary such as A 比 B 大/A 比 B 小 (A is larger than B/A is smaller than B) and supporting questions like 你穿几号鞋？(What shoe size do you wear?)

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • compare and contrast items in simple ways?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they choose items from the shoebox to compare. Use the checklist to assess if students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Observation Checklist).	➢ Variety of objects of different sizes, shoeboxes.
➢ **Anecdotal Notes** Observe students as they organize themselves into a line according to specific criteria. Record anecdotal notes of the extent to which they are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. compose questions to guide research	➢ **5Ws and 1H** Assign research topics, then have the students compose 什么 (what), 在哪儿 (where), 在什么时候 (when), 谁 (who), 为什么 (why) and 怎么样 (how) questions to guide their research; e.g., – 加拿大的人怎么样过新年？ (How do people in Canada celebrate new year?) – 他们吃什么？ (What do they eat?) – 他们做什么？ (What do they do?) Have the students research to find answers to these questions, organize their information and present their findings orally using visuals such as pictures, photographs and real objects.
A–5.2 gather and organize information	➢ **KWL Chart** Have the students use a KWL chart (see Appendix D: Graphic Organizers) to guide their research on a specific topic; e.g.,

What I **Know**	What I **Want to find out**	What I **Learned**
China is in Asia. Chinese is the official language.	How big is it? How many people live there? How far is it from Canada?	

Have the students use the questions from the middle section of their charts to guide their research and revise and add to these questions as they go.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • compose questions to guide research?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they use the 5Ws and 1H to guide their research. Use the rubric to evaluate how well students are able to compose questions to guide research (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Various resources for research; e.g., reference material, the Internet, videos.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they use a KWL chart to research a specific topic. Students use the rating scale to assess how well they are able to compose questions to guide research (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Various resources for research; e.g., reference material, the Internet, videos.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. identify sources of information	➢ **Chinese Food** Ask the students to research the question "What traditional dishes do Chinese people eat?" Have the class brainstorm and list possible sources of information. Have each student then choose one source of information to use to find answers to the question. Later, have each student describe the resource they used to the class and summarize the information that it contained. Encourage the students to use a variety of information sources, such as magazines, books, information sheets, Internet, Chinese people that they know, videos and restaurants. ➢ **Where Can I Find ...** Provide the students with a list of questions, for example: – 谁是中国的主席？ (Who is the president of China?) – 你的属相是什么？ (What year were you born in [i.e., year of the rooster, monkey, bull]?) – 中国的万里长城是何时建造的？ (When was the Great Wall of China built?) – 哪个城市是中国人口最多的城市？ (What is the most populated city in China?) – 目前，中国最受欢迎的电视节目是什么？ (Currently, what is the most popular television show in China?) Have the students brainstorm where they could find the answers to these questions, such as a dictionary, the Internet, books, magazines. Have the students then decide where the best place is to find the answer to each question and use that resource to find the answer. **Caution** Students should be monitored when they use the Internet.

A–5.2 gather and organize information

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify sources of information?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they research what Chinese people eat. Use the checklist to assess if students are able to identify sources of information (see sample blackline master in Appendix E: Observation Checklist).	➢ A wide variety of resources on the topic.
➢ **Anecdotal Notes** Observe students as they brainstorm sources of information to answer the questions. Record anecdotal notes of the extent to which students are able to identify sources of information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ A wide variety of resources on the topic.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information d. record observations	➢ **Watching a Video** Prior to watching a video, provide the students with appropriate background information. As they watch the video, have the students check off the key ideas and information mentioned in the video. ➢ **Classroom Records** Create a class chart for recording various pieces of daily or weekly information, such as the game results of a local sports team, the local weather, the weather in a city in China, the number of students in class that day and so on. Have the students take turns recording the information in the class chart. ➢ **Peer Observations** During role-play activities, have the students record their observations based on each group's role-play. For example: – I noticed that Jenna was speaking very softly. – I noticed that Raúl spoke with excellent intonation.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record observations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they watch a video. Students use the checklist to determine if they are able to record observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they record various daily or weekly information. Record anecdotal notes of the extent to which students are able to record observations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with the students before they make observations on their peers' performances. Use the checklist to determine how well the students are able to record observations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Video in Chinese.

➢ Wall chart, markers.

➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand and use steps in a problem-solving process	➢ **Problem-solving Scenarios** Present a simple problem-solving model to the class. Divide the students into groups and provide each group with a number of scenarios that involve a problem that requires a solution. For example: – Your parents have chosen a particular type of summer vacation, but you would like a different type of vacation. – You want to borrow a book from a library, but you do not have a library card. – You and your friends want to play soccer, but the field is not available. Have the students brainstorm various possible solutions for the problem and then choose the best one. Have each group then create a skit based on the scenario and their solution. For example: Student 1 我们不可以踢球因为没有场地，但是我们可以到我家去看电影。(We can't play soccer because the field is not available, but we can watch a movie at my house.) Student 2 我不要看电影。(I don't want to watch a movie.) Student 3 我们可以到我家附近的草地去踢球。(We can go to the field close to my house and play soccer.) Students 1 and 2 好吧！我们就到你家附近的草地去踢球。(Alright! Let's go to the field close to your house and play soccer.) ➢ **Problem-solving Chart** Display a problem-solving chart and encourage the students to solve simple problems using a set process; e.g., – 问题是什么？(What is the problem?) – 你有什么资料？(What information do you have?) – 你的计划是？(What is your plan?) – 行动！(Do it!) – 结果好吗？(Did you get positive results?)

A–5.3
solve problems

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand and use steps in a problem-solving process?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they solve a problematic situation. Students use the rating scale to assess how well they are able to understand and use steps in a problem-solving process (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Problematic situations.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they follow the steps to solve a problem. Use the checklist to assess if students are able to understand and use the steps in the problem-solving process (see sample blackline master in Appendix-E: Observation Checklist).

➢ Chart paper, markers.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. express their views on a variety of topics within their direct experience	➢ **My Hobbies** As part of a discussion about 爱好 (hobbies), have the students individually choose one hobby that they would like to try; e.g., 听音乐，游泳，看书，画画 (listening to music, swimming, reading, drawing). Ask the students to write three reasons why they have chosen a particular hobby. Have the students then work in partners or in groups of three or four to share the reasons for their choices. ➢ **Which Pet Is Best?** Give the students a choice of pets they could have. Have them use a web to record their views on why they would choose a particular pet or why they would not choose a particular pet.

A–5.4
explore opinions and values

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express their views on a variety of topics within their direct experience?	
➢ **Learning Log** After discussing hobbies they would like to try, students reflect on their learning and on how well they were able to express their views on a variety of topics within their direct experience.	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they express their views on a particular pet. Use the checklist to assess if students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.4 explore opinions and values b. gather opinions on a topic within their direct experience	➢ **School Hot Topic** Discuss a topic that is currently a hot topic around the school; e.g., 恶霸，衣着规定，丢垃圾行为，新的校规，学校活动 (bullying, dress code, littering, a new school policy, a school event). Write any difficult or new vocabulary on the board. Divide the students into groups and have each member of the group record his or her own opinion on the topic. Have the students share their opinions with their groups and create group summaries of the different opinions. Ask all the groups to then present their summaries to the class. ➢ **Buy It?** Display pictures of various things from magazine advertisements; e.g., 球鞋，游戏，玩具，衣物 (running shoes, games, toys, clothing). Ask the students to say whether they would buy it or would not buy it and why (e.g., like the colour, too expensive). Have the students record the opinions of their classmates on a class chart.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- gather opinions on a topic within their direct experience?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they discuss their opinions on a school hot topic. Use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Anecdotal Notes**
Observe students as they give their opinions on items from advertisements. Record anecdotal notes of the extent to which students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Various magazine advertisements.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun and to understand simple humour	➢ **Comic Strips** Read various comic strips in Chinese. Discuss with the class how humour is presented in the comic strips. Then have the students develop and create their own simple comic strips. Encourage them to use humour, puns and jokes in their comics.
A–6.1 humour/fun	➢ **Tongue Twisters** Invite the students to practise simple tongue twisters or silly rhymes and present them to the class or in small groups. For example: 画花 *huà huā* *huà lǐ huà huā* 画 里 画 花 *huā lǐ yǒu huà* 花 里 有 画 *huà de shì huā* 画 的 是 花 *huā yě shì huà* 花 也 是 画 试 ·试 *shì yi shì* *sì shì sì* 四 是 四 *shí shì shí* 十· 是 十· *sī shí jiǎn shí sì zài chěng sì shí sì* 四 十· 减 十· 四 再 乘 四 十· 四 *shì yī qīan yī bǎi sì shí sì* 是 · 千 · 百 四 十· 四 *qǐng nǐ shì yi shì* 请 你 试 · 试 Have the students work in groups to create simple tongue twisters.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for fun and to understand simple humour?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create their own comic strips. Students use the checklist to determine if their peers are able to use the language for fun and to understand simple humour (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe the students as they say the tongue twisters and create new tongue twisters. Record anecdotal notes of the extent they are able to use the language for fun and to understand humour (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Simple comic strips in Chinese.

➢ Chinese tongue twisters and silly rhymes.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use the language creatively and for aesthetic purposes **A–6.2** creative/aesthetic purposes	➢ **Word Posters** Have the students create artistic posters of various vocabulary words and phrases. Encourage the students to play with font, colour and the aesthetics of the Chinese characters. ➢ **Picture Me** Ask the students to create pictures using words such as their names, ages, favourite colours and favourite activities. Have the students use the Chinese characters to create a visual image that represents themselves. For example, a student who loves reading can draw himself or herself as the character 书 (book), a student who is a fast swimmer can draw himself or herself as the character 鱼 (fish). Post the pictures in a display in the classroom or elsewhere in the school. ➢ **Collage** Ask the students to create and present word and picture collages based on a lexical field, such as food and nutrition, holidays and festivals, transportation, hobbies and pastimes.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language creatively and for aesthetic purposes?

➢ **Anecdotal Notes**
Observe students as they create artistic vocabulary posters. Record anecdotal notes of the extent to which students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create images of themselves incorporating characters. Use the checklist to assess if students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create and present collages based on a lexical field studied. Use the rating scale to assess how well students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Poster materials.

➢ None required.

➢ Magazines, pictures, photographs, scissors, glue, markers.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. use the language for personal enjoyment **A–6.3** personal enjoyment	➢ **Music Videos and CDs** Provide Chinese music videos or audio CDs for the students to watch or listen to during unstructured classroom time. Have the students keep records of what they have watched or listened to and discuss the videos or music as a class. ➢ **Opportunities for Enjoyment** Challenge the students to use Chinese for personal enjoyment once a week. Suggested personal enjoyment opportunities include watching a film or video, reading a magazine, listening to music, sending an e-mail, writing a note or card to a friend, looking at an Internet site, listening to a radio program, learning a new expression to say in Chinese. Have the students note their use of Chinese for enjoyment in their learning logs.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for personal enjoyment?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they discuss the videos or music. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
Students reflect on their learning and on how well they were able to use the language for personal enjoyment. Have the students record activities they have enjoyed during the week in their learning logs; e.g.,

- I used Chinese for fun when I …
- Next week, I would like to try …

MATERIALS

➢ Chinese music videos, audio CDs, viewing and listening stations.

➢ None required.

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Language Competence

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–1.1 phonology	a. combine initials and basic finals	➢ **Flash cards** Review 声母 (initials)—*zh, ch, sh, z, c, s, r, j, q, x*—and 韵母 (finals). Have the students review words that contain initials and finals. Hold up a flash card with an initial on it and ask the students to provide a vocabulary word that contains the final.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- combine initials and basic finals?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they provide vocabulary words based on various initials. Students use the checklist to determine how well they are able to combine initials and basic finals (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Flash cards of initials and basic finals.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology b. recognize some of the effects that intonation and stress have in different situations	➢ **Poetry** Read a repetitive poem using a particular intonation and stress. Read the poem again with a different intonation and stress. Discuss the differences in meaning between the two readings. Divide the students into groups and have them play with intonation and stress to change the meaning of the poem. ➢ **Intonation and Stress** Have the students practise using the comparative structure 最 (most) to construct sentences orally, focusing on the effects that intonation and stress have on meaning; e.g., 小光喜欢吃苹果。 (Xiaoguang likes to eat apples.) 他也喜欢吃香蕉。 (He also likes to eat bananas.) 但是他最喜欢吃（水果）！ (But he likes [fruit] the most!) ➢ **Which Words to Stress?** Provide a simple, short text for the students and have the students tell you which words to stress in every sentence. Read the text with the stresses indicated by the students. Discuss how stress affects meaning, then make changes to the words that are stressed and reread the text.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some of the effects that intonation and stress have in different situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they play with intonation and stress when they read a poem. Use the checklist to assess if students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Repetitive poem.
➢ **Anecdotal Notes** Observe students as they practise intonation and stress. Record anecdotal notes of the extent to which students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they indicate which words to stress and discuss the effects of stress on meaning. Use the rating scale to assess how well students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Simple text, whiteboard, markers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography a. recognize and use some basic conventions of mechanics	➢ **Punctuation Comparison** Give each student a copy of a paragraph written in Chinese and a paragraph written in English. Discuss the punctuation used in both languages and the similarities and differences between English and Chinese punctuation. **Extension** Provide simple sentences in Chinese for students to punctuate correctly. ➢ **Sentence Strips** Provide cut-up sentences strips for the students to rearrange to create sentences with punctuation; e.g., 你 喜欢 吃 香蕉 、 苹果 、 橙子 还是 梨子 ？ 我 吗 和 Example of sentences: 我喜欢吃苹果。 你喜欢吃苹果吗？ 我喜欢吃橙子和香蕉。 你喜欢吃香蕉、苹果还是梨子？

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and use some basic conventions of mechanics?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they compare the punctuation of sentences in English and Chinese. Use the rubric to evaluate how well students are able to recognize and use some basic conventions of mechanics (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Simple paragraphs in Chinese and English.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create complete sentences from the cut-up strips. Use the checklist to assess if students are able to recognize and use some basic conventions of mechanics (see sample blackline master in Appendix E: Observation Checklist).	➢ Sentence strips, pocket chart.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography b. apply stroke order in forming simplified characters	➢ **Strokes** Brainstorm a list of strokes that students have learned and write the strokes in a chart. Encourage the students to refer to the chart and form familiar characters using the appropriate stroke order.

Do you form the strokes in the right sequence?
from top to bottom? ↓
from left to right when there is a combination of parts? →
form join stroke without lifting pencil? ⌐↓
form \↓
form /↗
form /↙
form the smallest part last?
print legibly?

➢ **Calligraphy**
Distribute calligraphy worksheets and have the students form the simplified characters.

➢ **Happy Face Race**
Review key vocabulary for the parts of a face. Divide the class into two teams and play a game of creating a happy face. Draw two large circles on the board. One member from each team comes up to get a word card and writes the word on the board. If the stroke order is correct, the students add one feature to the face. The team that completes the happy face wins the game.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- apply stroke order in forming simplified characters?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they form familiar characters. Use the checklist to assess if students are able to apply stroke order in forming simplified characters (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers, *chūn lián,* video, posters.

➢ **Learning Log**
After practising calligraphy, students reflect on their learning and on how well they were able to apply stroke order in forming simplified characters. Sample sentence starters include:
- I was best at …
- I found it difficult to …

➢ Calligraphy worksheets.

➢ **Anecdotal Notes**
Observe the students as they play the happy face race. Record anecdotal notes of the extent to which they are able to apply stroke order in forming simplified characters (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Whiteboard, markers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • hobbies • sports/games (cultural) • pets/animals • any other lexical fields that meet their needs and interests **LC–1.3** lexicon	➢ **Expressions of Time** Review expressions of time; e.g., *shàng wǔ* (上午), *zhōng wǔ* (中午), *xià wǔ* (下午), *wǎn shàng* (晚上), *nián* (年), *yuè* (月), *rì* (日). Have the students write and illustrate their daily routines or other series of events. ➢ **Where Are You, Mr. Wolf?** Play a modified game of "What time is it, Mr. Wolf?" in which the students ask, "Where are you, Mr. Wolf?" and the wolf answers with a place; e.g., 我在公园。(I am in the park.) Tape pictures of various places around the classroom and when the wolf answers the question, the students stand underneath the picture. ➢ **Is It True?** Review vocabulary for 对 (true) and 错/不对 (false). Have the students create a list of five statements about themselves (four true and one false). Encourage them to use vocabulary and phrases from their personal dictionaries. Then divide the students into pairs and have the students read their statements to their partners, who then guess which statement is false.

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General Outcome for Language Competence
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LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

MATERIALS

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they describe and illustrate events in their daily lives. Students use the checklist to determine if their peers are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ None required.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the Mr. Wolf game. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

➢ Pictures of various places, tape.

➢ **Anecdotal Notes**
Observe students as they say statements about themselves and try to guess which statements are false. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Personal dictionaries.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

LC–1.4 grammatical elements

a. use, in modelled situations,* the following grammatical elements:

Adverbs
副词
– 也
– 都

Auxiliary Verbs
助词
– 会
– 可以

Conjunction
关连词
– A 还是 B …

得 Used After Verb to Introduce Complement of Degree
"得" 作程度补语标识

Expression of Time
时间的表示方式
– subject + time + verb
– time + subject + verb
（现在）

Grammatical Marker Indicating Action Completed
语法标识表示动作的完成
– 了

Imperatives
祈使短语
– 不要/别 + verb

Measure Words
量词
– 只

The Use of 在 as a Verb to Indicate Location
"在" 作动词表示地点
– 在 + place

Sentence Pattern
句型
– subject + 在 + place + verb + (object)

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Activity Charts**
Have the students make charts to show different activities performed during different time periods of the day. They can add pictures to their charts. Divide the students into groups of three and have them take turns sharing their activity charts.

➤ **Sentence Patterns**
Read several sentences and have the students identify the specific structure; e.g., subject + 在 + place + verb + object. Have the students use the same pattern to create new sentences of their own.

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe the students as they create charts describing the various activities performed throughout the day. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., expressions of time (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create sentences based on the pattern. Use the checklist to assess how well students are able to use, in modelled situations, the given grammatical elements; e.g., creating new sentences based on a sentence pattern (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Magazine, pictures, scissors, glue.

➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use, in structured situations,★ the following grammatical elements: **Auxiliary Verbs** **助词** – 会 **Basic Adjectives** **形容词** **Expression of Time** **时间的表示方式** – subject + time + verb – time + subject + verb （现在） **Imperatives** **祈使短语** **Measure Words** **量词** – 支、张 **Modal Particle** **语气词** – 吧 **Nouns** **名词** **Positional Nouns** **方位名词** – 上/下；左/右；前/后 **Pronouns** **代词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **The Use of 在 as a Verb to Indicate Location** **"在" 作动词表示地点** – 在 + place **Verbs** **动词**	➢ **Cloze Activity** Develop cloze worksheets that involve familiar scenarios and vocabulary. Encourage the students to use their knowledge of the specific grammatical elements to predict the missing words in the cloze passage. ➢ **Sentence Strips** Prepare sentence strips to use with a pocket chart that include various grammatical elements, such as measure words and positional nouns. Show how to use the strips to create a variety of sentences. Have the students take turns using the sentence strips to create sentences in the pocket chart. ➢ **Positional Musical Chairs** Have the students play a game of modified musical chairs to demonstrate their understanding of positional nouns; e.g., 上/下. For example, when the music stops, say, 走到椅子的左边。(Go to the left side of the chairs.) The students would run to the left hand side of a chair and sit down.

LC–1.4
grammatical elements

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use, in structured situations, the [given] grammatical elements?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they complete a cloze passage. Use the rating scale to assess how well students are able to use, in structured situations, the given grammatical elements; e.g., basic, adjectives, verbs, nouns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Cloze paragraph.
➢ **Anecdotal Notes** Observe students as they create sentences using the pocket chart. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., measure words, positional nouns (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Sentence strips, pocket chart.
➢ **Informal Observation** Observe the students as they play musical chairs. Make mental notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., positional nouns.	➢ Chairs, music.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. use, independently and consistently,★ the following grammatical elements: **Basic Adjectives** **形容词** **Interrogative Words/Phrases** **疑问词/短语** – 谁？是不是？好不好？对不对？ **Imperatives** **祈使短语** **Measure Words** **量词** – 个、本 **Modal Particles** **语气词** – 吗、呢 **Negation** **否定** – 不 + adjective – 不 + verb – 没有 + noun **Nouns** **名词** **Possessive Indicator** **助词** – 的 **Pronouns** **代词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **Verbs** **动词** LC–1.4 grammatical elements	➢ **Paragraph Presentation** Have the students write simple paragraphs for oral presentations on a familiar topic; e.g., 爱好，假日，运动/游戏 或 宠物/动物 (hobbies, holidays, sports/games or pets/animals). Before presenting, have the students edit their paragraph for grammar and spelling. Post the written paragraphs in a class display. ➢ **Charades** Prepare some sports activities picture cards with Hanyu pinyin. Divide the class into two teams. Have one member of each team randomly pick a card and act out the activity. Have the students' team members use phrases such as 是不是...？ (Is it ...?) and 对不对? (Correct or not?) to guess the answer. One point will be given to the team that guesses correctly.

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use, independently and consistently, the [given] grammatical elements?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they use their editing skills to polish a piece of writing for a presentation and publication. Use the rubric to evaluate how well students are able to use, independently and consistently, the given grammatical elements; e.g., nouns, verbs, adjectives (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they guess the activities using interrogative phrases during the game of charades. Record anecdotal notes of the extent to which students are able to use, independently and consistently, the given grammatical elements; e.g., interrogative words/phrases such as 是不是 ...? (Is it ...?), 对不对? (Correct or not?) (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.1 aural interpretation a. understand short, simple oral texts in guided and unguided situations	➢ **School Announcements** Record sample school activity announcements; e.g., basketball match, book fair, bake sale. Have the students individually identify the key information provided. Invite the students to share their answers with partners.
	➢ **Poetry** Read a short poem and ask the students to identify the rhyming words and explain their meanings. The following is a sample poem that could be used: 四季歌 *sì jì gē* *chūn tiān lǐ dōng fēng duō* 春 天 里，东 风 多， *chuī lái yàn zi zuò xīn wō* 吹 来 燕 子 做 新 窝。 *xià tiān lǐ nán fēng duō* 夏 天 里，南 风 多， *chuī de tài yáng xiàng pén huǒ* 吹 得 太 阳 像 盆 火。 *qiū tiān lǐ xī fēng duō* 秋 天 里，西 风 多， *chuī shoú zhūang jià chī shoú guǒ* 吹 熟 庄 稼 吃 熟 果。 *dōng tiān lǐ běi fēng duō* 东 天 里，北 风 多， *chuī de xǔe hūa fēn fēn luò* 吹 得 雪 花 纷 纷 落。

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple oral texts in guided and unguided situations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they listen to a recorded announcement and summarize the main idea. Students use the checklist to determine if they are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they listen to a short poem and identify the rhyming words. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Recorded announcements, listening station.

➢ Poem.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–2.2 oral production	a. produce short, simple oral texts in guided situations	➢ **Dialogues** Read a sample dialogue based on a familiar setting; e.g., 在购物中心里，在超级市场里，在宠物店里 (at the shopping centre, a visit to the grocery store, pet store). Divide the students into pairs or groups and have them use the dialogue as a model for their own dialogues by adding or substituting words, phrases or sentences. ➢ **Descriptions** Review various vocabulary and sentence structures used for descriptive texts; e.g., 颜色，号码大小，动作 (colour, size, actions). Have the students look at various pictures, paintings and artifacts and take turns describing the objects to others in their groups. Consider video recording students' descriptions for review by the students.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce short, simple oral texts in guided situations?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they present their dialogues. Use the rubric to evaluate how well students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they take turns describing the objects. Students use the checklist to determine if their peers are able to produce short, simple oral texts (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Sample dialogue.

➢ Various pictures, paintings and artifacts.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

LC–2.3
interactive fluency

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions	➢ **Daily Questions** Ask the students informal questions before, during and after class. Use a class list to keep track of who you talked to each day. ➢ **Games** Invite the students to play a variety of board games, card games or matching games with each other during which they must speak only in Chinese. ➢ **Role-plays** Divide the students into groups and have them present various role-plays in which people engage in simple interactions with employees of various businesses; e.g., store clerk, receptionist, taxi driver, bus driver. Have the groups present their role-plays and video record them for viewing by the students.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in simple interactions?

➢ **Anecdotal Notes**
Observe students as they answer informal questions during the day. Record anecdotal notes of the extent to which students are able to engage in a variety of simple interactions (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they play various board games in Chinese. Students use the checklist to determine if they are able to engage in simple interactions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present role-plays that depict interactions with various business people. Students use the checklist to determine if their peers are able to engage in simple interactions (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Class list.

➢ Various games.

➢ Various props, video camera, viewing station (optional).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.1 written interpretation a. understand short, simple written texts in guided and unguided situations	➢ **Riddles** Have the students read a variety of riddles in Chinese and try to figure out the answers; e.g., 人人都有的：(Everyone has one:) – 姓名 (a name). ➢ **Comic Strips** Invite the students to read comic strips from Chinese publications. Divide the students into groups and have them act out the comics. ➢ **Following Directions** Have the students follow simple written instructions for getting ready for recess; e.g., 穿好外套。(Put on your jacket.) 戴好帽子和手套。(Put on your toque and mittens.) 穿上室外球鞋。(Put on outside shoes.) 出去玩。(Go outside and play.)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple written texts in guided and unguided situations?

➢ **Anecdotal Notes**
Observe the students as they read and try to solve the riddles. Record anecdotal notes of the extent to which students are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they act out the comic strips. Students use the checklist to determine if their peers are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read and follow the instructions. Use the checklist to assess if students are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Various Chinese riddles.

➢ A variety of comic strips in Chinese.

➢ Simple instructions written in Chinese.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce short, simple written texts in guided situations	➢ **Greeting Cards** Show the students samples of Chinese greeting cards. Ask the students to make their own greeting cards, edit them for grammar and exchange them with partners.
LC–3.2 written production	➢ **Line by Line Stories** Provide the students with the basic elements of a story; e.g., 地点，人物，事件 (places, people, events). Have one student start the story by writing the first line on a piece of paper. This is passed on to the next student, who writes a second line and folds the paper so that only the latest line is visible. Each student writes a line but is only able to see the previous line written. After the last line is written, read the story to the class.
	➢ **My Family** Have the students create texts that describe their families, where they live and what their families like to do. Have the students follow the writing process (prewriting, planning, writing, revision, correction and publication) and include illustrations or photographs with their texts.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce short, simple written texts in guided situations?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create Chinese greeting cards. Use the checklist to assess if students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Anecdotal Notes**
Observe students as they write sentences to build a story. Record anecdotal notes of the extent to which students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they describe their families. Use the rubric to evaluate how well students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Sample Chinese greeting cards.

➢ None required.

➢ Students' photographs (optional).

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. derive meaning from the visual elements of a variety of media in guided and unguided situations **LC–3.3** viewing	➢ **Without the Sound** Play a Chinese commercial or cartoon without the volume and have the students discuss its meaning in groups. Have the students watch it again with the volume on to verify its meaning.
	➢ **What's in a Photograph?** Display a variety of photographs from several magazines. Arrange the students into small groups and give each group a few pictures. Encourage groups to describe what they think is happening in the pictures.
	➢ **School Map** Review places in the school in Chinese. Arrange the students into small groups and provide each group with a school map in Chinese and assign a destination; e.g., gym, lunch room, office. Have the students look at the map and describe how to get there from the classroom.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- derive meaning from the visual elements of a variety of media in guided and unguided situations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they view Chinese programs without the sound. Students use the checklist to determine if they are able to derive meaning from the visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they review pictures and describe them. Record anecdotal notes of the extent to which students are able to derive meaning from some visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they use a map to determine the best way to get from one place to another. Use the checklist to assess if students are able to derive meaning from the visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chinese commercials or cartoons, viewing station.

➢ Pictures from a variety of magazines.

➢ School maps in Chinese.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.4 representing a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	➢ **Collage** Have the students create word and picture collages depicting their hobbies and pastimes. Encourage the students to combine the pictures and words in a way that shows how the students feel about their hobbies and pastimes. ➢ **Dance** Invite the students to watch videos of traditional Chinese dances. Discuss the history and the meaning of the dances with the class. Prepare short segments of Chinese music and distribute them to student groups. Have the student groups of three or four create dances to match the music selections that convey a story or message. Consider video recording the dance performances for viewing by the students.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express meaning through the use of visual elements in a variety of media in guided and unguided situations?

➢ **Anecdotal Notes**
Observe students as they create collages on hobbies and pastimes. Record anecdotal notes of the extent to which students are able to express meaning through the use of some visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create and perform dances. Students use the checklist to determine if they are able to express meaning through the use of visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Various pictures, scissors, markers, glue.

➢ Video of Chinese dances, video camera (optional), viewing station.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experiment with and use informal language in familiar contexts **LC–4.1** register	➢ **Comic Strips** Review vocabulary and phrases related to informal conversation. Ask the students to create comic strips that depict an informal event with friends; e.g., 去看电影，到购物中心，看运动比赛，去露营 (going to the movies, going to the mall, going to a sporting event, going camping). Have the students write informal conversations that might occur during the outing in the speech bubbles. ➢ **Classroom Café** Set up the classroom like a café and serve juice and pastries. Place cards with topics of interest at each table. Invite the students to sit at the tables and enjoy their snacks while using informal language to converse on the chosen topics. Chinese-speaking guests could be invited to join the students. ➢ **Role-play** Divide the students into pairs and have them role-play situations using informal language; e.g., making plans with a friend, asking a classmate for help, arguing with a sibling.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experiment with and use informal language in familiar contexts?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create comic strips using informal language. Use the checklist to assess if students are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in the classroom café. Record anecdotal notes of the extent to which students are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Drinks, snacks, topic cards, Chinese-speaking guests (optional).
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play scenarios in which informal language is used. Students use the checklist to determine if their peers are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various props.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use learned idiomatic expressions to enhance communication	➢ **Poster Display** Have the students choose one of the idiomatic expressions that they have learned and, with their partners, design posters that depict these expressions in a humourous way; e.g., – 你跟我开玩笑。(You are pulling my leg.) – 时间就是金钱。(Time is money.)
	➢ **Idiom Role-plays** Write idiomatic expressions that students have studied on a set of blank cards. Arrange the students into small groups and give each group member an idiomatic expression card. Have the student groups role-play situations in which members use idiomatic expressions to enhance communication. Expressions to use include:

LC–4.2
idiomatic expressions

Idiomatic Expressions	Literal Meaning	Figurative Meaning
三心二意	Three hearts and two minds	Undecided
乱七八糟	Chaotic seven and messy eight	Very messy
拔苗助长	Pull the seedlings to help them grow faster	Haste could ruin the plan
独木不成林	A single tree cannot form a forest	Group effort usually leads to a bigger success
水落石出	The stone will come out after water is poured in	The truth will be out
临渴掘井	Start digging a well after feeling thirsty	Last minute manoeuvre
百尺竿头，更进一步	Move one more step on top of a hundred-foot post	Keep learning and striving for knowledge

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use learned idiomatic expressions to enhance communication?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials, various Chinese idioms.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play using the idioms. Students use the checklist to determine if their peers are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various Chinese idioms written on cards.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience a variety of accents, variations in speech and regional variations in language	➢ **Video Clips** Play Chinese video clips from a variety of regions and countries so that the students can be exposed to different ways of speaking and different accents. Discuss the variations as a class. ➢ **Audio Recordings** Listen to radio broadcasts or announcements in Chinese and have the students discuss the different types of accents they heard and how much they understood. Discuss strategies for understanding people with different accents. ➢ **Same Story, Different Sound** Invite the students to listen to recordings of the same story read by two different readers. Have the students use Venn diagrams to compare the two readings.

LC–4.3
variations in language

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience a variety of accents, variations in speech and regional variations in language?

➢ **Learning Log**
After listening to the various speakers, students reflect on their learning and on how well they were able to experience a variety of accents, variations in speech and regional variations in language.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to various accents. Use the checklist to assess if students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they listen to the same story read by two different readers. Record anecdotal notes of the extent to which students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Video clips of speakers from various regions and countries.

➢ Audio recordings of radio broadcasts or announcements in Chinese, listening station.

➢ Recordings of the same story read by two different speakers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.4 social conventions a. recognize verbal behaviours that are considered impolite	➢ **Classroom Rules** Present a recording of people using verbal behaviours that are considered impolite; e.g., 你干嘛呢？ (What do you think you are doing?) Discuss the impolite behaviours and brainstorm to create a class list of impolite verbal behaviours. Encourage the students to refrain from using these impolite behaviours in class and at home.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize verbal behaviours that are considered impolite?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they listen to audio recordings of impolite behaviours. Use the rating scale to assess how well students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Recordings of people using impolite verbal behaviours, chart paper, markers.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize simple social conventions in informal conversation	➢ **Classroom Conversation Chart** Post pictures that show different social conventions; e.g., handshake, wave hands to say hello or goodbye, turn-taking, raising hands and waiting to speak. With the class, create a triple-T chart (see Appendix D: Graphic Organizers) to show what informal social conventions look like, sound like and feel like. For example: Informal conversation:

LC–4.4
social conventions

looks like ...	sounds like ...	feels like ...
• heads nodding • people are interested • people leaning forward • people taking turns • people looking at each other.	• one person is talking at a time • people disagreeing politely • questions and answers • different people talking • soft, low voices.	• ideas are respected • relaxed and friendly.

Post the chart in the classroom for future reference. Encourage the students to use these social conventions and model these behaviours throughout the year.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize simple social conventions in informal conversation?

➢ **Anecdotal Notes**
Observe students as they create a triple T-chart to show what informal conversation looks, sounds and feels like. Record anecdotal notes of the extent to which students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Pictures that show different social conventions, chart paper.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use appropriate nonverbal behaviours in a variety of familiar contexts	➢ **Preparing for Guests** Before a guest speaker arrives, discuss proper etiquette and body language used to show respect and make the speaker feel welcome. Also discuss the importance of attentive listening; e.g., eye contact, shaking hands, greeting with a kiss on one or both cheeks. **Extension** Have the students compare two videos showing a typical Chinese greeting and a typical Canadian greeting. Have the students compare and contrast the different greetings using Venn diagrams. ➢ **Group Work** Encourage the class to use appropriate nonverbal behaviours during group work. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal behaviours shown. ➢ **Role-play** Have the students do a role-play on the use of appropriate and inappropriate nonverbal behaviours. Ask the students in the audience to identify the inappropriate nonverbal behaviours and explain why they are inappropriate.

LC–4.5
nonverbal communication

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use appropriate nonverbal behaviours in a variety of familiar contexts?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they listen to the guest speaker. Students use the rating scale to assess how well they are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Video of Chinese and Canadian greetings (optional), viewing station (optional).
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they use appropriate nonverbal behaviours during group work. Use the checklist to assess if students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).	➢ Video camera, viewing station.
➢ **Anecdotal Notes** Observe students as they role-play appropriate and inappropriate nonverbal behaviours. Record anecdotal notes of the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.1 cohesion/coherence a. link several sentences coherently	➢ **Cloze Passage** Distribute a cloze passage that has several linking words missing. Ask the students to fill in the missing words using words from their personal dictionaries. ➢ **Rewriting Text** Brainstorm with the students to create a list of common linking words. Write a paragraph on the board using short sentences and no connectors. Have the students improve this paragraph by inserting some of these linking words and combining sentences in a meaningful way. After discussing the revised text, give them a new text to complete with a partner. ➢ **Link Them Up!** Divide the class into two teams. One at a time, present each team with a pair of sentences and have the teams join the two sentences using appropriate linking words. If an appropriate linking word is used, the team scores a point. The team with the most points wins.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link several sentences coherently?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they complete a cloze passage. Use the rating scale to assess how well students are able to link several sentences coherently (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Cloze passage, personal dictionaries.
➢ **Anecdotal Notes** Observe students as they complete a dialogue using linking words. Record anecdotal notes of the extent to which students are able to link several sentences coherently (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they play the game. Students use the checklist to determine if their peers are able to link several sentences coherently (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ A variety of sentence pairs.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.2 text forms a. use some simple text forms in their own productions	➢ **Making Games** Divide the students into groups and have them create board games using vocabulary from their personal dictionaries. The groups write the rules and instructions for playing the games, then exchange them with another group. ➢ **Maps** Ask the students to make maps to show their classmates how to get to a place in the community from school; e.g., library, pool, park, store. ➢ **Event Posters** Ask the students to create posters advertising special events; e.g., school concert, dance recital, multicultural festival, cultural celebrations.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use some simple text forms in their own productions?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create board games. Use the rating scale to assess how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Cardboard, markers, scissors, glue.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create community maps. Students use the checklist to determine if their peers are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters advertising special events. Use the rubric to evaluate how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.3 patterns of social interaction a. use simple conventions to open and close conversations and to manage turn taking	➢ **Turn Taking** Review a turn-taking strategy in which students must wait until they have an object or "talking stick" before they can share with the group. Divide the students into groups and have them decide on the best place to go on vacation. Ensure each student is given the opportunity to give his or her suggestion by using the talking stick. ➢ **Role-play** Have the students role-play situations in which people are meeting for the first time. Review opening and closing questions and comments that could be used to start or end a conversation.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple conventions to open and close conversations and to manage turn taking?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they discuss as a group where to go on vacation. Students use the checklist to determine if they are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Talking stick.
➢ **Anecdotal Notes** Observe students as they role-play meeting someone for the first time. Record anecdotal notes of the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

GC–1.1
accessing/analyzing cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. compare some elements of Chinese culture with their own culture	➢ **Chinese New Year** Ask the students to research how people in their community celebrate Chinese New Year and compare this to communities in China. For example, in some parts of Canada, Chinese New Year is cold, while in Taiwan it is quite warm and spring-like, therefore Chinese New Year is also called 春节 (Spring Festival). ➢ **Venn Diagram** Have the students read stories from two different cultures that have a common theme and compare the setting, the problem and the characters. Ask them to use Venn diagrams to represent the differences and similarities.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- compare some elements of Chinese culture with their own culture?

➢ **Learning Log**
After researching how Chinese New Year is celebrated in different cultures, students reflect on their learning and on how well they were able to compare some elements of Chinese culture with their own culture. For example:
- This is similar to …
- This is different from …

➢ **Anecdotal Notes**
Observe students as they compare stories from different cultures and report their findings in Venn diagrams. Record anecdotal notes of the extent to which students are able to compare some elements of Chinese culture with their own culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Reference materials on Chinese New Year.

➢ Similar stories from China and Canada.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

GC–1.2
knowledge of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore some elements of Chinese culture	➢ **Chinese Songs** Recite or play recordings of traditional rhymes and songs and have the students explore the Chinese cultural elements of the song; e.g., 踏雪寻梅 *tà xuě xún méi* *xuě jì tiān qíng lǎng là méi chù chù xiāng* 雪 霁 天 晴 朗，腊 梅 处 处 香， *qí lǘ bǎ qiao guò ling ér xiang dīng dāng* 骑 驴 灞 桥 过，铃 儿 响 叮 当 *xiang dīng dāng xiang dīng dāng* 响 叮 当，响 叮 当 *xiang dīng dāng xiang dīng dāng* 响 叮 当，响 叮 当 *hǎo hūa cǎi dé píng gōng yǎng* 好 花 采 得 瓶 供 养， *bàn wǒ shū shēng qín yùn, gòng dù hǎo shí gūang* 伴 我 书 声 琴 韵，共 度 好 时 光 ➢ **Chinese Symbols** Review material about traditional Chinese legendary animals, such as 龙 (dragon) and 凤 (phoenix), and have the students research what each animal represents. Create a classroom display with the information. ➢ **Clothing** Review resources on traditional Chinese clothing and explore the differences and similarities between Chinese and western clothing. Investigate the cultural significance of the colours, fabrics, styles and accessories.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore some elements of Chinese culture?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they explore a Chinese song. Use the checklist to assess if students are able to explore some elements of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Song; e.g., *Ta Xue Xun Mei.*

➢ **Anecdotal Notes**
Observe students as they research Chinese legendary animals and their traditional meanings. Record anecdotal notes of the extent to which students are able to explore some elements of Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Pictures of dragons and other animals or symbols, poster materials.

➢ **Learning Log**
After comparing traditional and western Chinese clothing, students reflect on their learning and on how well they were able to explore some elements of Chinese culture. For example:
- I learned …
- I would like to know more about …

➢ Various reference materials on Chinese clothing.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. identify some things they have in common with people their own age who live in the Chinese culture	➢ **Chinese Cartoons and Comics** Play videos of Chinese cartoons and read Chinese comics as a class. Divide the students into groups to discuss what they enjoyed about the comics. Discuss why these cartoons and comics are appealing to young people in China and in Canada.
	➢ **A Day in the Life** Ask the students to use reference materials, videos and the Internet to research the daily routines of their peers in Chinese-speaking countries. Have the students draw different parts of the routine on poster-sized paper. When students are done drawing, arrange the pictures randomly at the front of the class. Ask the students to then rearrange the pictures in the correct order.
	➢ **Pen Pals/E-pals** Organize pen pals or e-mail pals from a Chinese-speaking country or from a Chinese bilingual class in another school. Have the students write short descriptions in Chinese about themselves and ask questions about the other students. Encourage the students to maintain their pen-pal/e-pal relationships throughout the year.

GC–1.2
knowledge of Chinese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some things they have in common with people their own age who live in the Chinese culture?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they watch Chinese cartoons or read Chinese comics. Students use the checklist to determine if their peers are able to identify some things they have in common with people their own age who live in the Chinese culture (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Videos of Chinese cartoons, viewing station, Chinese comics.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they research and depict the daily routines of Chinese students. Use the checklist to assess if students are able to identify some things they have in common with people their own age who live in the Chinese culture (see sample blackline master in Appendix E: Observation Checklist).	➢ A variety of reference materials.
➢ **Anecdotal Notes** Observe students as they interact with pen pals or e-mail pals. Record anecdotal notes of the extent to which students are able to identify some things they have in common with people their own age who live in the Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pen pals/e-mail pals.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.3 applying cultural knowledge a. identify commonalities and differences between Chinese culture and their own culture	➢ **Comparing Games** Ask the students to make checklists of the pastimes, hobbies, sports and games they enjoy and use these checklists to identify commonalities and differences between Chinese culture and their own. ➢ **Comparing Traditional Stories** Review traditional Western and Chinese fairy tales or stories with the students. Discuss commonalities and differences between them; e.g., characters, themes, symbols, settings. Have the students use Venn diagrams to identify commonalities and differences between the Chinese stories and Western stories.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify commonalities and differences between Chinese culture and their own culture?

➢ **Anecdotal Notes**
Observe students as they use a checklist to compare activities popular in their own culture and those popular in Chinese culture. Record anecdotal notes of the extent to which students are able to identify commonalities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they compare fairy tales from both cultures. Use the rating scale to assess how well students are able to identify commonalities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ Chinese and Western fairy tales and stories.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.3 applying cultural knowledge b. apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture	➢ **Birthdays Comparison** Review Chinese traditions related to celebrating a birthday and have a class birthday celebration; e.g., ask a parent to come to the classroom to give a red pocket to a student who is having a birthday, give a birthday student a red egg, drumstick or noodles. Discuss what the students usually do for their birthday celebrations, e.g., eat birthday cake, get presents, and have the students compare the different traditions using a graphic organizer (see Appendix D: Graphic Organizers). ➢ **Colours** Review the colours of clothing that Chinese people wear during special occasions; e.g., red for happy occasions (wedding), white for funerals. Have the students compare these traditions with their own; e.g., white for weddings, black for funerals. **Extension** Have the students look at Chinese art and use their understanding of the traditional meanings associated with colour to interpret the pieces.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture?

➢ **Anecdotal Notes**
Observe students as they compare birthday celebrations. Record anecdotal notes of the extent to which students are able to apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare the traditional meanings of colours. Use the checklist to assess if students are able to apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Reference material about Chinese birthday celebrations.

➢ Chinese artwork.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.4 diversity within Chinese culture a. identify commonalities and differences among diverse groups within Chinese culture	➢ **Guest Speakers** Invite parents who have different cultural backgrounds, e.g., people from Vietnam, Singapore, Taiwan, Hong Kong, to be guest speakers. Have them speak about how they celebrated Dragon Boat Festivals and Mid-Autumn Festivals when they were young. Invite the students to identify commonalities and differences among the speakers. ➢ **Chinese Music** Play dance music from different regions of China and then have students identify commonalities and differences among the music samples; e.g., happy fast tempo, slow and sad, simple, complex. ➢ **Regional Costumes** Display pictures or photographs of ladies' and/or men's costumes and have the students identify the colours, styles and symbols associated with each costume. Ask the students to work in groups to make charts to display this information.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify commonalities and differences among diverse groups within Chinese culture?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before the guest speakers share how they celebrated various festivals. Use the checklist to assess if students are able to identify commonalities and differences among diverse groups within Chinese culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to music from different regions of China. Use the checklist to assess if students are able to identify commonalities and differences among diverse groups within Chinese culture (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they compare regional costumes. Record anecdotal notes of the extent to which students are able to identify commonalities and differences among diverse groups within Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Guest speakers from different cultural backgrounds.

➢ Audio recordings of Chinese music from different regions, listening station.

➢ Pictures or photographs of costumes from various regions.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities between themselves and people of Chinese culture	➢ **Web Site Comparison** Have the students access Chinese language Web sites and look for similarities between Chinese-speaking people described in the Web sites and themselves. Have the students develop presentations and share their findings with the class. **Extension** Review teen magazines from China. Have the students look for topics that are popular in Canada and make comparisons between themselves and their peers in the Chinese-speaking world. **Caution** Teachers should monitor students while they use the Internet. ➢ **Advertising Analysis** Invite the students to watch Chinese commercials of popular products also used by Canadians. Ask the students to look for and list other products that are used in China and in Canada. ➢ **Pen Pals/E-mail Pals** Organize pen pals or e-mail pals from a Chinese-speaking country or from a Chinese bilingual class in another school. Have the students write short descriptions in Chinese about themselves and ask questions about the other students. Encourage the students to maintain their pen-pal/e-mail pal relationships throughout the year.

GC–1.5
valuing Chinese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities between themselves and people of Chinese culture?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they look for similarities between themselves and Chinese people described on the Web. Students use the checklist to determine if they are able to identify similarities between themselves and people of Chinese culture (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Chinese language Web sites, teen magazines.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they investigate products that are used in China and Canada. Use the checklist to assess if students are able to identify similarities between themselves and people of Chinese culture (see sample blackline master in Appendix E: Observation Checklist).	➢ Videos of Chinese language commercials, viewing station.
➢ **Anecdotal Notes** Observe students as they communicate with their pen pals or e-mail pals. Record anecdotal notes of the extent to which students are able to identify similarities between themselves and people of Chinese culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ E-mail.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.5 valuing Chinese culture b. express an interest in finding out about people their own age who speak Chinese	➢ **Pen Pals/E-mail Pals** Organize pen pals or e-mail pals from China or from a bilingual class in another city. Have the students write short descriptions in Chinese about themselves and ask questions about the hobbies and pastimes of other students. ➢ **Guest Speakers** Invite Chinese visitors or immigrants to show students pictures of their homelands; e.g., Hong Kong, Mainland China, Singapore, Malaysia, Vietnam. Encourage the students to ask questions about the region or country.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express an interest in finding out about people their own age who speak Chinese?

➢ **Learning Log**
After exchanging letters with their pen pals, students reflect on their learning and on how well they were able to express an interest in finding out about people their own age who speak Chinese.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they ask the guest speakers questions about their homelands. Students use the checklist to determine if they are able to express an interest in finding out about people their own age who speak Chinese (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Pen pals or e-mail pals.

➢ Guest speakers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

GC–2.1
awareness of first language

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities and differences between their first language (or dialect) and Chinese; e.g., different social conventions	➤ **Comparing Languages** Help the students identify the similarities and differences between their first languages and Chinese. If possible, record all the information on chart paper and display in the class. For example: New Year **English** Happy New Year! Wish you all the best. **Chinese** 新年好！ 恭贺新禧！ 龙马精神！ **on Dad's side of the family** Grandmother Grandfather **on Mom's side of the family** Grandmother Grandfather **父亲方面** 祖父 祖母 **母亲方面** 外公 外婆
	➤ **The Importance of Tone** Review the Chinese sound-symbol system. Discuss how you can sound out Chinese words using the initial and finals, but you have to use the correct tone or the word could have a different meaning. Discuss the importance of tone intonation in English as compared to Chinese.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities and differences between their first language (or dialect) and Chinese?	
➢ **Learning Log** After comparing their languages, students reflect on their learning and on how well they were able to identify similarities and differences between their first language (or dialect) and Chinese.	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss how tone can change the meaning of a word. Use the checklist to assess if students are able to identify similarities and differences between their first language (or dialect) and Chinese (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize that in any language there are different words for the same thing	➢ **English in Different Countries** Have the students create a three-column chart comparing English words used in Canada, the United States and the United Kingdom.

CANADA	U.S.A.	U.K.
elevator	elevator	lift
apartment	apartment	flat
icing	frosting	icing
pop	soda	pop

Discuss that in any commonly spoken language there are variations in vocabulary for different cultures. Distribute a text in British English and have students underline words that are different than Canadian English. Invite the students to then replace the underlined words with Canadian words.

GC–2.2
general language knowledge

➢ **Synonym Hunt**
Brainstorm with the students English synonyms; e.g., pants and trousers, trash and garbage, sneakers and runners, elastic and rubber band. Introduce synonyms in Chinese. Write the synonyms on cards and divide them into two piles. Distribute one of the piles to the students and place the other cards around the classroom. Have the students hunt for the synonyms of the words on their cards. Examples include:

赤、红 (red)
凤梨、菠萝 (pineapple)
番茄、西红柿 (tomato)
奶酪、乳酪 (cheese)
吐司、烤面包 (toast)

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that in any language there are different words for the same thing?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare English words in different countries. Use the checklist to assess if students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ **Anecdotal Notes**
Observe students as they hunt for synonyms. Record anecdotal notes of the extent to which students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Cards with pairs of synonyms written on them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.3 awareness of own culture a. recognize and identify similarities and differences between their own culture and other cultures	➢ **Food Field Trip** Take the students on a field trip to a Chinese restaurant. Look at the various food items on the menu and notice ingredients that are similar and different to those common in their own culture. Encourage the students to make a list of the similarities and differences noted between the foods of the two cultures. ➢ **Cultural Comparison** Invite the students from the class and school to present information on their customs and the traditions of their cultures. Have the students reflect on the presentations of the other students and compare their own cultures with the cultures of the other students.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and identify similarities and differences between their own culture and other cultures?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they go to a restaurant and compare Chinese food items and those from their own cultures. Use the checklist to assess if students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they reflect on the customs and traditions of the other students. Record anecdotal notes of the extent to which students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize that speakers of the same language may come from different cultural backgrounds GC–2.4 general cultural knowledge	➢ **Classroom Interviews** Arrange the students into partners and have them interview each other on their cultural backgrounds. For example: 1. 你的父母亲/祖父母从哪里来？(Where did your parents/grandparents come from?) 2. 你在家里说什么语言？(What language do you speak at home?) 3. 你和家人有什么庆祝活动？(What special occasions do you celebrate at home?) 4. 你们怎样庆祝？(How do you celebrate these special occasions?) Ask the students to then introduce their partners to the rest of the class. Lead a class discussion on the many different cultural backgrounds of the students of the class. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary. ➢ **Language Map** Have the students mark on a map of the world the different places where people speak Chinese. Look at the completed map and discuss the different cultural backgrounds of people who speak Chinese. The same activity could be completed for English or other first languages found in the classroom.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that speakers of the same language may come from different cultural backgrounds?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they interview their peers. Use the checklist to assess if students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they discuss the different cultural backgrounds of people who speak Chinese. Record anecdotal notes of the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Map of the world.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.4 general cultural knowledge b. recognize some of the factors that affect the culture of a particular region	➢ **Brochures** Provide appropriate resources about particular regions in China. Have the students work in groups to record important information on the regions; e.g., geography. Have the students then write descriptions of that particular region and some of the factors that affect the culture there; e.g., – Many of the people of the region are farmers because of rich soil, flat lands and water source. – Many people do not take showers often because water sources are very scarce.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some of the factors that affect the culture of a particular region?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they research regions of China and the factors that affect the culture there. Use the rating scale to assess how well students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Various resources about the climate, geography and resources of a region, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.5 valuing diversity a. engage in activities that reflect other ways of doing things or other perspectives	➢ **New Year Celebration Comparison** Read a story to the students on what people in China do for the New Year. Have the students compare and contrast what the people from other countries do to celebrate the New Year. Have the students then survey the class and record the different ways that the students celebrate the New Year. ➢ **Welcoming New Siblings** Read stories about or have students share their family celebrations of the arrival of new siblings. Encourage students to discuss the similarities and differences of these activities from their own cultural ways of welcoming new siblings.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in activities that reflect other ways of doing things or other perspectives?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they compare how the New Year is celebrated in different cultures. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).	➢ Story that describes Chinese New Year customs, values and beliefs.
➢ **Anecdotal Notes** Observe students as they discuss the similarities and differences of their cultural ways of welcoming new siblings. Record anecdotal notes of the extent to which students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Story that describes the arrival of new siblings.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.6 intercultural skills a. reflect on their actions and the consequences of their actions for others	➢ **Cause and Effect** Provide the students with positive and negative scenarios. Have the students fill out a cause and effect chart that shows the possible effects of the actions described in the scenarios. Possible scenarios include: – greeting a classmate with a smile – breaking a friend's pencil by accident. ➢ **In Someone Else's Shoes** Arrange the students into small groups and have them participate in a game or free play outside. After ten minutes, stop the students and have them reflect on how they treated each other during game play. Encourage the students to consider how their actions affected their peers, both positively and negatively. For example, encouraging statements such as "You can do it!" versus discouraging statements such as "You'll never make it!"

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- reflect on their actions and the consequences of their actions for others?

➢ **Anecdotal Notes**
Observe students as they fill out a cause and effect chart. Record anecdotal notes of the extent to which students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they engage in games and free play. Use the rating scale to evaluate how well students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Various positive and negative scenarios.

➢ Board games or a large playing area.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
b. explore how their perspective is shaped by a variety of factors **GC–2.6** intercultural skills	➢ **Looking at Stereotypes** Provide a variety of examples of Chinese stereotypes; for example, – all Chinese movies are Kung Fu movies and Chinese actors often play villains – foreign speakers who cannot speak English properly are used in comedy acts and in comic films and television shows – Chinese people excel at mathematics. Have the students brainstorm in groups to come up with other examples. Discuss how these stereotypes affect what people think of Chinese people and Chinese culture. ➢ **Looking at Perspective** Read a story about an event that is told from the point of view of one of the people involved. Have the students discuss their opinions on the events described in the story. Then read a story about the same event that is told from the point of view of a different person. Discuss how this story changes the students' opinions on the events. Discuss why the two people have different versions of the same events.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore how their perspective is shaped by a variety of factors?

➢ **Anecdotal Notes**
Observe students as they discuss different stereotypes and how they affect peoples' views on Chinese people. Record anecdotal notes of the extent to which students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they discuss viewpoints and perspectives from the two stories. Students use the rating scale to assess how well they are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ Two stories told from different perspectives.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.1 Chinese language and culture a. identify some places that they could visit where Chinese is spoken	➢ **Field Trip** Have the students choose a location for a field trip; e.g., Chinatown, a Chinese bilingual school, Chinese restaurant, Chinese language radio station or grocery store. Prior to the field trip, have the students create a list of possible phrases that will be spoken in the specific setting. For example: – 你好！(Hello!) – 再见！(Good-bye.) – 谢谢！(Thank you.) – 请问你 … (May I ask …) ➢ **Brainstorm** Divide the class in two or three groups and have each group brainstorm some of the places that they could visit where Chinese is spoken. Start with places in your community, then Alberta, then Canada, then the world. Share the results of the brainstorming as a class and create a wall display for the classroom.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some places that they could visit where Chinese is spoken?	
➢ **Anecdotal Notes** Observe students as they choose a location for a field trip and brainstorm phrases they may use there. Record anecdotal notes of the extent to which students are able to identify some places that they could visit where Chinese is spoken (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm places they could visit where Chinese is spoken. Use the checklist to assess if students are able to identify some places that they could visit where Chinese is spoken (see sample blackline master in Appendix E: Observation Checklist).	➢ Poster materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity a. identify some countries where there is significant linguistic and cultural diversity	➢ **Culture in my Community** Have the students work as a class to create a cultural profile of their own community in which they indicate all of the different cultural groups that are represented there; e.g., Spanish, Latin American, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have the students bring in pictures, menus or brochures from the various stores, businesses, churches and community buildings that represent the different cultures. Also have the students review local statistics related to cultural diversity if they are available. Create a wall display for the classroom and discuss the multicultural nature of Canada as a whole. **Extension** Celebrate Canada's multiculturalism by inviting a variety of cultural groups to perform music and dance. ➢ **The Towns in Cities** Divide the students into groups and have them choose a large city that is multicultural; e.g., Paris, Detroit, Los Angeles, New York, Mexico City, London. Have the students investigate the presence of cultural "towns" or neighbourhoods within the city; e.g., Chinatown, Spanish/Mexico town, Pakistani neighbourhoods. If possible, have them identify how many people of these different cultural groups live in the city.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some countries where there is significant linguistic and cultural diversity?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create a cultural profile of their community. Students use the checklist to determine if they are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Markers, photographs, cultural artifacts/realia from the community, tape, statistics Web site.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they research the cultural diversity of large cities around the world. Students use the checklist to determine if their peers are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ References on various multicultural cities, Internet.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of cognitive strategies to enhance language learning	➢ **Personal Dictionaries** Encourage the students to keep a personal dictionary for reference for when working on writing and speaking projects. Encourage the students to illustrate their books and include examples of the words in sentences to provide context. Also invite the students to group the words in meaningful ways.
S–1 cognitive	➢ **Vocabulary Game** Divide the students into two or three teams. Have each team stand in a line so that the first person is in front of the board. Write some verbs or adjectives on the board; e.g., 去 (go). Provide the first person in each line with chalk or a marker. The first students then run to the board to add a word. As they add a word, they say it aloud. The next student then adds another word and says both words aloud. This continues until the first team has made a sentence with a subject, verb and object. On the board: 去 (go) First student: 我去。(I go.) Second student: 我去公园。(I go to the park.) Third student: 我天天去公园。(I go to the park everyday.)

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they add new vocabulary to their personal dictionaries. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., make personal dictionaries (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the vocabulary game. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., repeat words or phrases in the course of performing a language task (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Personal dictionaries.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of metacognitive strategies to enhance language learning **S–1.2 metacognitive**	➢ **Learning Log** At various stages of a unit (i.e., before, during and after), have the students write about their language learning in a log, including such things as: Before beginning a unit: What do I think I will learn? What do I already know about the topic? What do I hope we will do during this lesson? During the unit: What language skills can I use to improve my communication? What strategies can I use to remember what I am learning? What things am I having trouble with or need to work on? After the unit: What communication skills do I still need to work on? What language learning strategies did I learn? How have I used what I learned outside of school? ➢ **Taking Notes** Write a brief paragraph in Chinese on the board. Inform the students that they will be copying down the information into their notebooks and then checking their own work to determine how successful they were. Before students begin the activity, encourage them to identify the strategies they will use.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of metacognitive strategies to enhance language learning?	
➢ **Learning Log** After each stage of a unit, students reflect on their learning and on how well they were able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher.	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they copy the information into their notebooks. Students use the rating scale to assess if they are able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., check copied writing for accuracy (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Brief paragraphs in Chinese.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of social and affective strategies to enhance language learning **S–1.3** social/affective	➢ **Group Reading and Summary** Divide the students into groups and have them work together to interpret a short text in Chinese. Ensure every student in the group takes a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class. ➢ **Reporting** Divide a short paragraph into sentence strips. Divide the class into three groups. Have the groups discuss strategies for remembering the text; e.g., looking for key words. Then have students from the three teams take turns going to the front and reading a sentence of the text, return to their teams and report what they read. One team member records what has been recited. At the end of the activity, provide the students with the original text and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time. ➢ **Rewarding Learning** Have the students brainstorm possible rewards they can provide themselves for achieving a set task or learning outcome. Have the students create a rewards list and encourage and remind the students to reward themselves when appropriate.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they work with others to read and summarize a short text. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they take turns reporting the sentences to their teammates. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create a rewards list. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., provide personal motivation by arranging your own rewards when successful (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Short text in Chinese.

➢ Simple paragraph in Chinese divided into sentences.

➢ Chart paper, markers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–2.1 interactive a. identify and use a variety of interactive strategies to enhance language use	➢ **Conversing in Groups** Divide the students into groups and invite them to have short conversations with each other on topics such as pets, hobbies, sports. Encourage the students to use strategies such as using nonverbal cues (e.g., mime, pointing), asking for clarification or repetition and repeating part of what someone has said to confirm understanding. ➢ **Keep on Talking** Pair the students and have them speak in Chinese to each other for as long as possible without using any English words. Have them use circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for understanding (e.g., "Am I making sense?").

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of interactive strategies to enhance language use?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they have short conversations. Students use the checklist to determine if peers are able to identify and use a variety of interactive strategies; e.g., interpret and use a variety of nonverbal cues to communicate, ask for clarification or repetition when they do not understand (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe the students as they attempt to keep talking for as long as possible. Record anecdotal notes of the extent to which students are able to identify and use a variety of interactive strategies; e.g., use circumlocution, ask for clarification, ask follow-up questions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of interpretive strategies to enhance language use **S–3.2 interpretive**	➢ **Nursery Rhyme** Have the students make predictions of what the nursery rhyme is about by the title; e.g., 大公鸡你别叫 *ā ā ā ā ā* 啊，啊，啊，啊，啊， *dà gōng ji nǐ bié jiào* 大 公 鸡 你 别 叫， *xiǎo huáng gǒu nǐ bié tiào* 小 黄 狗 你 别 跳， *xiǎo māo lǎo shǔ bù yào nào* 小 猫 老 鼠 不 要 闹， *ǎn de bǎo bao shuì zháo le* 俺 的 宝 宝 睡 着 了 *ā ā ā ā ā* 啊，啊，啊，啊，啊。 Encourage the students to use contextual clues to interpret unknown vocabulary and to use illustrations to aid their reading comprehension. ➢ **Summarizing Text** Divide the students into groups and have them read a text and summarize it. Encourage the groups to use strategies such as preparing questions to help them note information found in the text (e.g., 5Ws and 1H), looking for key words and rereading several times to improve understanding.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interpretive strategies to enhance language use?

➢ **Anecdotal Notes**
Observe students as they predict what the nursery rhyme is about and use strategies to interpret its meaning. Record anecdotal notes of the extent to which students are able to identify and use a variety of interpretive strategies; e.g., use illustrations to aid reading comprehension, look for key words (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Illustrated nursery rhymes.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read and summarize the text. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies; e.g., prepare questions to note information found in a text, look for key words, reread several times to understand complex ideas, summarize information gathered (see sample blackline master in Appendix E: Observation Checklist).

➢ Short texts in Chinese (one for each group).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.3 productive a. identify and use a variety of productive strategies to enhance language use	➢ **Repeating a Pattern** Review various rhymes and songs that have repetitive sentence patterns. Read each line and have the students repeat it after you. Write the line on the board and have the students copy it. Complete an action for each line and have the students copy it. Then have the students use the sentence pattern to create their own rhymes and songs. ➢ **The Writing Process** After viewing different examples of familiar basic fables or fairy tales, have the students create their own texts with illustrations following a chosen pattern. Have the students follow the writing process; e.g., prewriting, writing, revisions, correction and publication.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of productive strategies to enhance language use?

➢ **Anecdotal Notes**
Observe students as they say aloud, write and do the actions for the rhymes or songs. Record anecdotal notes of the extent to which students are able to identify and use a variety of productive strategies; e.g., use familiar repetitive patterns from stories, songs, rhymes or media, copy what others say or write (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create their own texts. Use the rating scale to assess how well students are able to identify and use a variety of productive strategies; e.g., use writing process (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Various rhymes and songs with repetitive patterns.

➢ Examples of familiar fables or fairy tales.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.1 cognitive a. identify and use a variety of cognitive strategies to enhance general learning	➢ **Inquiry Process** Have the students research a topic and create a presentation. Before beginning their research, have the students write questions to guide their research; e.g., using a KWL chart (see Appendix D: Graphic Organizers). ➢ **Picture Maps** Have the students create picture maps of the various native animals of China. Students record information by putting pictures of the animals and their habitats on the map. Have the students also include brief descriptions of the animals.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance general learning?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they research a topic and create a presentation. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., use a KWL chart to formulate key questions to guide research (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe the students as they create picture maps of China. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various information sources.

➢ Maps of China, various information sources, photographs, scissors, glue or tape.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S-3.2 metacognitive a. identify and use a variety of metacognitive strategies to enhance general learning	➢ **Self-assessment** Before beginning an activity, have the students develop criteria for evaluating their own work. Have the students record their criteria and use them later to assess their finished work. ➢ **Planning for a Task** Before beginning a task, have the students plan the steps they will take to complete a task. For example, the students plan a visit to a Kindergarten or Grade 1 class to present a play, dance or song. They record the different jobs that need to be done and who is responsible for completing them; e.g., making the backdrop, getting materials. Ask the students to record the process in their learning logs and afterward check whether or not they have followed their plans.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance general learning?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they develop criteria for evaluating their own work. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance general learning; e.g., develop criteria for evaluating their work (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Learning Log**
After planning and presenting to a Kindergarten or Grade 1 class, students reflect on their learning and on how well they were able to identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task.

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S-3.3 social/affective a. identify and use a variety of social and affective strategies to enhance general learning	➢ **Group Problem Solving** In small groups, have the students brainstorm to decide on a project; e.g., designing board games for Kindergarten and Grade 1 classes, creating an advertisement for a product relating to a unit of study, making a display on Chinese culture. Have the students make decisions on what materials they are going to use, the process involved in planning and so on. When they encounter an issue or problem, encourage them to follow a simple problem-solving model to find a solution. ➢ **Free Exploration** Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and allow the students to choose a topic of study and resources to support this study. Encourage the students to follow their own natural curiosity to choose a topic.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance general learning?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they plan and complete a project. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes, take part in group decision-making processes (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Project materials.

➢ **Anecdotal Notes**
Observe students as they choose a topic of study. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Various resources on various topics.

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Appendix A: Specific Outcomes Chart

GRADE 4

A–1 to receive and impart information		**GRADE 4**
A–1.1 share factual information	a. share basic information b. identify concrete people, places and things	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 4**
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response	**NOTES:**
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings	
A–3 to get things done		**GRADE 4**
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions and commands	**NOTES:**
A–3.2 state personal actions	a. respond to basic offers, invitations and instructions	

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A–3 to get things done (continued)		GRADE 4
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately	**NOTES:**
A–4 to form, maintain and change interpersonal relationships		**GRADE 4**
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 4**
A–5.1 discover and explore	a. investigate the immediate environment	**NOTES:**
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	
A–5.3 solve problems	a. experience problem-solving situations in the classroom	
A–5.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others	

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A–6 for imaginative purposes and personal enjoyment		GRADE 4
A–6.1 humour/fun	a. use the language for fun	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 4**
LC–1.1 phonology	a. pronounce some simple words and phrases comprehensibly b. use intonation to express meaning c. pronounce some commonly used initials and finals d. recognize the four tones	**NOTES:**
LC–1.2 orthography	a. be aware of some elements of the writing system b. be aware of simplified and traditional characters	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • school • family • food • clothing • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		GRADE 4
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: **Basic Adjectives** **形容词** **Conjunction** **关连词** – 和 **Interrogative Words/Phrases** **提问代词** – 谁? **Imperatives** **祈使短语** **Measure Words** **量词** – 个、本 **Negation** **否定** – 不 + adjective – 不 + verb – 沒有 + noun **Nouns** **名词** **Modal Particles** **语气词** – 吗、呢 **Possessive Indicator** **助词** – 的 **Pronouns** **代词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **Verbs** **动词**	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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LC–2 interpret and produce oral texts		GRADE 4
LC–2.1 aural interpretation	a. understand simple spoken sentences in guided situations	**NOTES:**
LC–2.2 oral production	a. produce simple spoken words and phrases in guided situations	
LC–2.3 interactive fluency	a. engage in simple interactions, using short, simple phrases	
LC–3 interpret and produce written and visual texts		**GRADE 4**
LC–3.1 written interpretation	a. recognize and understand simple written sentences in guided situations	**NOTES:**
LC–3.2 written production	a. produce simple written words and phrases in guided situations	
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	
LC–3.4 representation	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	

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LC–4 apply knowledge of the sociocultural context		GRADE 4
LC–4.1 register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice	**NOTES:**
LC–4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	
LC–4.3 variations in language	a. experience a variety of voices	
LC–4.4 social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom	
LC–4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture	
LC–5 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 4**
LC–5.1 cohesion/coherence	a. use simple link words	**NOTES:**
LC–5.2 text forms	a. experience a variety of oral and written text forms	
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	

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GC–1 historical and contemporary elements of Chinese culture			GRADE 4
GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of Chinese culture b. ask questions, using English, about elements of Chinese culture experienced in class	**NOTES:**	
GC–1.2 knowledge of Chinese culture	a. participate in activities and experiences that reflect elements of Chinese culture		
GC–1.3 applying cultural knowledge	a. recognize elements of Chinese culture in the classroom		
GC–1.4 diversity within Chinese culture	a. experience diverse elements of Chinese culture		
GC–1.5 valuing Chinese culture	a. participate in cultural activities and experiences		
GC–2 appreciating diversity			**GRADE 4**
GC–2.1 awareness of first language	a. distinguish between their first language (or dialect) and Chinese	**NOTES:**	

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GC–2 appreciating diversity (continued)		GRADE 4
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	**NOTES:**
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	
GC–2.5 valuing diversity	a. work and play with others who are different	
GC–2.6 intercultural skills	a. adapt to new situations	
GC–3 personal and career opportunities		**GRADE 4**
GC–3.1 Chinese language and culture	a. identify reasons for learning Chinese	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	

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S–1	language learning	GRADE 4
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	
S–2	**language use**	**GRADE 4**
S–2.1 interactive	a. use simple interactive strategies, with guidance, to enhance language use	**NOTES:**
S–2.2 interpretive	a. use simple interpretive strategies, with guidance, to enhance language use	
S–2.3 productive	a. use simple productive strategies, with guidance, to enhance language use	
S–3	**general learning**	**GRADE 4**
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	

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S–3	general learning (continued)	GRADE 4
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning	**NOTES:**

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GRADE 5

A–1 to receive and impart information		GRADE 5
A–1.1 share factual information	a. ask for and provide information; e.g., time, dates, locations b. respond to simple, predictable questions c. describe people, places and things	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 5**
A–2.1 share ideas, thoughts, opinions, preferences	a. identify favourite people, places or things; e.g., words or phrases, characters, illustrations in texts, activities b. express a personal response to a variety of situations	**NOTES:**
A–2.2 share emotions, feelings	a. identify emotions and feelings; e.g., identify emotions portrayed in texts b. express and respond to a variety of emotions and feelings; e.g., love, sadness, surprise, fear	
A–3 to get things done		**GRADE 5**
A–3.1 guide actions of others	a. suggest a course of action, and respond to a suggestion b. make and respond to a variety of simple requests c. seek, grant and withhold permission	**NOTES:**
A–3.2 state personal actions	a. indicate choice from among several options b. express a wish or a desire to do something	

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A–3 to get things done (continued)		GRADE 5
A–3.3 manage group actions	a. ask for help or clarification of what is being said or done in the group b. suggest, initiate or direct action in group activities	**NOTES:**
A–4 to form, maintain and change interpersonal relationships		**GRADE 5**
A–4.1 manage personal relationships	a. initiate relationships; e.g., invite others to play b. apologize and refuse politely	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 5**
A–5.1 discover and explore	a. investigate the immediate environment b. make and talk about personal observations	**NOTES:**
A–5.2 gather and organize information	a. sequence items in different ways b. record and share personal knowledge of a topic	
A–5.3 solve problems	a. define a problem, and search for solutions b. choose between alternative solutions	
A–5.4 explore opinions and values	a. make connections between behaviour and values b. recognize differences of opinion	

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A–6 for imaginative purposes and personal enjoyment		GRADE 5
A–6.1 humour/fun	a. use the language for fun	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 5**
LC–1.1 phonology	a. pronounce the most commonly used initials and finals b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases c. recognize the neutral tone	**NOTES:**
LC–1.2 orthography	a. copy familiar words, phrases and sentences b. relate radicals to character formation c. recognize stroke order	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • friends • weather • holidays • daily routines • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		GRADE 5
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: **Auxiliary Verbs** **助词** – 会 **Basic Adjectives** **形容词** **Expression of Time** **时间的表示方式** – subject + time + verb – time + subject + verb **Imperatives** **祈使短句** **Interrogative Phrases** **疑问词/短语** – 是不是? 好不好? 对不对? **Measure Words** **量词** – 支、张 **Modal Particle** **语气词** – 吧 **Nouns** **名词** **Positional Nouns** **方位名词** **Pronouns** **代词** **Stative Verbs** **状态动词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **The Use of 在 as a Verb to Indicate Location** **"在" 作动词表示地点** – 在 + place **Verbs** **动词**	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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LC–1 attend to form (continued)		GRADE 5
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: **Basic Adjectives** **形容词** **Conjunction** **连词** – 和 **Interrogative Words/Phrases** **提问代词** – 谁? **Imperatives** **祈使短语** **Measure Words** **量词** – 个、本 **Negation** **否定** – 不 + adjective – 不 + verb – 没有 + noun **Nouns** **名词** **Modal Particles** **语气词** – 吗、呢 **Possessive Indicator** **助词** – 的 **Pronouns** **代词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **Verbs** **动词**	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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LC–2 interpret and produce oral texts		GRADE 5
LC–2.1 aural interpretation	a. understand short, simple oral texts in guided situations	**NOTES:**
LC–2.2 oral production	a. produce simple spoken sentences in guided situations	
LC–2.3 interactive fluency	a. engage in simple interactions, using simple sentences	
LC–3 interpret and produce written and visual texts		**GRADE 5**
LC–3.1 written interpretation	a. understand short, simple written texts in guided situations	**NOTES:**
LC–3.2 written production	a. produce simple written sentences in guided situations	
LC–3.3 viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
LC–3.4 representation	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	
LC–4 apply knowledge of the sociocultural context		**GRADE 5**
LC–4.1 register	a. distinguish between formal and informal situations b. recognize that some topics, words and intonations are inappropriate in certain contexts	**NOTES:**

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LC–4 apply knowledge of the sociocultural context (continued)		GRADE 5
LC–4.2 idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	**NOTES:**
LC–4.3 variations in language	a. acknowledge and accept individual differences in speech	
LC–4.4 social conventions	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	
LC–4.5 nonverbal communication	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	
LC–5 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 5**
LC–5.1 cohesion/ coherence	a. sequence events of a simple story b. link words or groups of words in simple ways	**NOTES:**
LC–5.2 text forms	a. recognize some simple oral and written text forms	
LC–5.3 patterns of social interaction	a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/nonacceptance	

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GC–1 historical and contemporary elements of Chinese culture		GRADE 5
GC–1.1 accessing/analyzing cultural knowledge	a. make observations of Chinese culture; e.g., as it is portrayed in texts and in the community b. seek out information about Chinese culture from authentic sources; e.g., people	**NOTES:**
GC–1.2 knowledge of Chinese culture	a. participate in activities and experiences that reflect elements of Chinese culture	
GC–1.3 applying cultural knowledge	a. recognize and identify elements of Chinese culture in the school and community	
GC–1.4 diversity within Chinese culture	a. identify some elements that reflect diversity within Chinese culture	
GC–1.5 valuing Chinese culture	a. participate in cultural activities and experiences	
GC–2 appreciating diversity		**GRADE 5**
GC–2.1 awareness of first language	a. identify similarities between their first language (or dialect) and Chinese; e.g., basic word order	**NOTES:**
GC–2.2 general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience	

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GC–2 affirming diversity (continued)		GRADE 5
GC–2.3 awareness of own culture	a. recognize similarities between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	**NOTES:**
GC–2.4 general cultural knowledge	a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community b. recognize that culture is expressed through a variety of forms	
GC–2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures	
GC–2.6 intercultural skills	a. listen with attention to the opinions of others who come from different cultural backgrounds b. initiate and maintain new relationships; e.g., make a new classmate feel welcome	
GC–3 personal and career opportunities		**GRADE 5**
GC–3.1 Chinese language and culture	a. identify some personal uses they have made of their knowledge of Chinese language and culture	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures	

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S–1	language learning	GRADE 5
S–1.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/ affective	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	
S–2	**language use**	**GRADE 5**
S–2.1 interactive	a. use a variety of simple interactive strategies, with guidance, to enhance language use	**NOTES:**
S–2.2 interpretive	a. use a variety of simple interpretive strategies, with guidance, to enhance language use	
S–2.3 productive	a. use a variety of simple productive strategies, with guidance, to enhance language use	
S–3	**general learning**	**GRADE 5**
S–3.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning	
S–3.3 social/ affective	a. use a variety of simple social and affective strategies, with guidance, to enhance general learning	

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GRADE 6

A–1 to receive and impart information		GRADE 6
A–1.1 share factual information	a. describe people, places, things and series or sequences of events or actions	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 6**
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about, record and share personal experiences involving an emotion or feeling; e.g., happiness, anger	
A–3 to get things done		**GRADE 6**
A–3.1 guide actions of others	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions	**NOTES:**
A–3.2 state personal actions	a. make an offer and an invitation, and respond to offers and invitations made by others in familiar situations b. inquire about and express ability and inability to do something	

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A–3 to get things done (continued)		GRADE 6
A–3.3 manage group actions	a. encourage other group members to participate b. assume a variety of roles and responsibilities in a group c. negotiate in a simple way with peers in small group tasks d. offer a simple explanation or clarification	**NOTES:**
A–4 to form, maintain and change interpersonal relationships		**GRADE 6**
A–4.1 manage personal relationships	a. talk about themselves, and respond to the talk of others by showing attention and interest b. make and break social engagements	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 6**
A–5.1 discover and explore	a. explore alternative classification systems and criteria for categories b. discuss relationships and patterns	**NOTES:**
A–5.2 gather and organize information	a. compare and contrast items in simple ways b. compose questions to guide research c. identify sources of information d. record observations	
A–5.3 solve problems	a. understand and use steps in a problem-solving process	
A–5.4 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience	

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A–6 for imaginative purposes and personal enjoyment		GRADE 6
A–6.1 humour/ fun	a. use the language for fun and to understand simple humour	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 6**
LC–1.1 phonology	a. combine initials and basic finals b. recognize some of the effects that intonation and stress have in different situations	**NOTES:**
LC–1.2 orthography	a. recognize and use some basic conventions of mechanics b. apply stroke order in forming simplified characters	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • hobbies • sports/games (cultural) • pets/animals • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		GRADE 6
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: **Adverbs** **副词** – 也 – 都 **Auxiliary Verbs** **助词** – 会 – 可以 **Conjunction** **关连词** – A 还是 B … **得Used After Verb to Introduce Complement of Degree** **"得" 作程度补语标识** **Expression of Time** **时间的表示方式** – subject + time + verb – time + subject + verb （现在） **Grammatical Marker Indicating Action Completed** **语法标识表示动作的完成** – 了 **Imperatives** **祈使短语** – 不要/别 + verb **Measure Words** **量词** – 只 **The Use of 在 as a Verb to Indicate Location** **"在" 作动词表示地点** – 在 + place **Sentence Pattern** **句型** – subject + 在 + place + verb + (object)	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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LC–1 attend to form (continued)		GRADE 6
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: **Auxiliary Verbs** **助词** – 会 **Basic Adjectives** **形容词** **Expression of Time** **时间的表示方式** – subject + time + verb – time + subject + verb （现在） **Imperatives** **祈使短语** **Measure Words** **量词** – 支、张 **Modal Particle** **语气词** – 吧 **Nouns** **名词** **Positional Nouns** **方位名词** – 上/下；左/右；前/后 **Pronouns** **代词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **The Use of 在 as a Verb to Indicate Location** **"在" 作动词表示地点** – 在 + place **Verbs** **动词**	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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LC–1 attend to form (continued)		GRADE 6
LC–1.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements: **Basic Adjectives** **形容词** **Interrogative Words/Phrases** **疑问词/短语** – 谁？是不是？好不好？对不对？ **Imperatives** **祈使短语** **Measure Words** **量词** – 个、本 **Modal Particles** **语气词** – 吗、呢 **Negation** **否定** – 不 + adjective – 不 + verb – 没有 + noun **Nouns** **名词** **Possessive Indicator** **助词** – 的 **Pronouns** **代词** **Sentence Pattern** **句型** – subject + verb + object – subject + verb **Verbs** **动词**	**NOTES:**

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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LC–2 interpret and produce oral texts		GRADE 6
LC–2.1 aural interpretation	a. understand short, simple oral texts in guided and unguided situations	**NOTES:**
LC–2.2 oral production	a. produce short, simple oral texts in guided situations	
LC–2.3 interactive fluency	a. engage in simple interactions	
LC–3 interpret and produce written and visual texts		**GRADE 6**
LC–3.1 written interpretation	a. understand short, simple written texts in guided and unguided situations	**NOTES:**
LC–3.2 written production	a. produce short, simple written texts in guided situations	
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	
LC–3.4 representation	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	

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LC–4 apply knowledge of the sociocultural context		GRADE 6
LC–4.1 register	a. experiment with and use informal language in familiar contexts	**NOTES:**
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions to enhance communication	
LC–4.3 variations in language	a. experience a variety of accents, variations in speech and regional variations in language	
LC–4.4 social conventions	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation	
LC–4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	
LC–5 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 6**
LC–5.1 cohesion/ coherence	a. link several sentences coherently	**NOTES:**
LC–5.2 text forms	a. use some simple text forms in their own productions	
LC–5.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	

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GC–1 historical and contemporary elements of Chinese culture			GRADE 6
GC–1.1 accessing/analyzing cultural knowledge	a. compare some elements of Chinese culture with their own culture	**NOTES:**	
GC–1.2 knowledge of Chinese culture	a. explore some elements of Chinese culture b. identify some things they have in common with people their own age who live in the Chinese culture		
GC–1.3 applying cultural knowledge	a. identify commonalities and differences between Chinese culture and their own culture b. apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture		
GC–1.4 diversity within Chinese culture	a. identify commonalities and differences among diverse groups within Chinese culture		
GC–1.5 valuing Chinese culture	a. identify similarities between themselves and people of Chinese culture b. express an interest in finding out about people their own age who speak Chinese		
GC–2 appreciating diversity			**GRADE 6**
GC–2.1 awareness of first language	a. identify similarities and differences between their first language (or dialect) and Chinese; e.g., different social conventions	**NOTES:**	

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GC–2 appreciating diversity (continued)		GRADE 6
GC–2.2 general language knowledge	a. recognize that in any language there are different words for the same thing	**NOTES:**
GC–2.3 awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region	
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives	
GC–2.6 intercultural skills	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors	
GC–3 personal and career opportunities		**GRADE 6**
GC–3.1 Chinese language and culture	a. identify some places that they could visit where Chinese is spoken	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify some countries where there is significant linguistic and cultural diversity	

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S–1 language learning		GRADE 6
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	
S–1.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance language learning	
S–2 language use		**GRADE 6**
S–2.1 interactive	a. identify and use a variety of interactive strategies to enhance language use	**NOTES:**
S–2.2 interpretive	a. identify and use a variety of interpretive strategies to enhance language use	
S–2.3 productive	a. identify and use a variety of productive strategies to enhance language use	
S–3 general learning		**GRADE 6**
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	
S–3.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance general learning	

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Appendix B: Vocabulary, Classroom Expressions, Songs and Rhymes

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with language and culture teachers. This list should not be considered mandatory or exhaustive.

Grade 4

打招呼	Greetings
你好	Hello
你好吗？	How are you?
我，我们	I, we
你，你们	You, you (plural)
他 / 她， 他们	he/she, they
您	you (respectable form)
你叫什么名字？	What is your name?
你几岁？你多大？	How old are you?
再见	Goodbye
感觉	**Feelings**
喜欢	like
生气	mad/upset
高兴	happy
难过	feel bad
开心	glad/happy
身体	**Body Parts and Movement**
耳朵	ear
头（摇头，点头）	head (shake, nod)
头发	hair (on one's head)
脚	foot

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身体	**Body Parts and Movement** (continued)
脚趾	toe
牙齿	tooth
眼睛	eye
嘴巴	mouth
手（挥手，握手，拱手）	hand (wave, shake hand, bow with hands)
手指	finger
腿	leg
脸	face
肩膀	shoulder
鼻子	nose
食物	**Foods**
水果	fruit
苹果	apple
香蕉	banana
面包	bread
汽水	soft drink
牛奶	milk
吃	eat
早饭	breakfast
午饭	lunch
晚饭	dinner/supper
喝	drink
水	water
糖(果)　糖果(formal)	candy

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学校	School
学校	school
图书馆	library
教室	classroom
体育馆	gymnasium
办公室	office
音乐教室	music room
厕所	washroom/bathroom
写字	write
写作业/做功课	write exercise/do homework
桌子	desk
椅子	chair
上课/下课	class begins/class dismissed
中文/中文课	Chinese/Chinese class
英文	English
怎么说？	How do you say it?
黑板/白板	blackboard/whiteboard
老师	teacher
同学	classmate
校长	principal
笔	pen
书	textbook
家人	**Family**
爸爸	father
妈妈	mother
哥哥	older brother
弟弟	younger brother
姐姐	older sister
妹妹	younger sister
家人	family member
爷爷	grandfather
奶奶	grandmother

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衣服	Clothing
颜色（红，绿，蓝，黄，白，黑）	colour (red, green, blue, yellow, white, black)
穿/戴	put on
裤子	pants
衣服	clothes
毛衣	sweater
帽子	hat
球鞋/运动鞋	running shoes/exercise shoes
手套	gloves
春天	spring
夏天	summer
秋天	autumn
冬天	winter
时间	**Time**
今天	today
明天	tomorrow
昨天	yesterday
其他	**Other**
请	please
喂（电话）	hello (telephone)
谁…	who …
我可不可以	may I
谢谢	thank you
有没有	have or have not
好吧！	Alright!
忘了	forgot
坐好	sit properly
很好	very good

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其他	**Other** (continued)
该你了	it's your turn
谁先?	Who goes first?
你好	hello
来	come
去	go
什么	what
想...e. g.， 我想睡觉。	would like to (I would like to sleep.)
走吧	let's go
地址	address
电话号码	telephone number
这是	this is ...
那是	that is ...
个	measure word
条	measure word
的	possessive ending
数字	**Numbers**
第...	ordinal numbers
零	zero
一	one
二	two
三	three
四	four
五	five
六	six
七	seven
八	eight
九	nine
十	ten
九十九	ninety-nine
一百	one hundred

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家人	Family
阿姨	aunt (maternal)
外公	grandpa (maternal)
女儿，儿子	daughter, son
姑姑	aunt (paternal)
叔叔	uncle (paternal)
外婆	grandma (maternal)
孙子/孙女	grandson/granddaughter
姑父	uncle (husband of paternal aunt)
朋友	**Friends**
男	male
女	female
好朋友	good friend
高	tall
矮	short (in height)
电话	telephone
电话号码	telephone number
几个人	how many people
大	big
小	small
长	long
短	short
圆	round
节日、假期	**Holidays**
中秋节	mid-autumn festival
圣诞节	Christmas
万圣节/扮鬼节	Halloween

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节日、假期	**Holidays** (continued)
新年	New Year
暑假	summer holiday
春节	Spring Festival
生日会	birthday party
春假	spring break
情人节	St. Valentine's Day
母亲节	Mother's Day
父亲节	Father's Day
天气	**Weather**
冷	cold
热	hot
太阳	sun
星星	star
雪	snow
风	wind
下雨	rainy
晴天	sunny
阴天	overcast
气温	temperature
暖和	mild
月亮	moon
雨	rain
云	cloud
刮风	windy
下雪	snowy

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时间	Time
前天/后天	the day before yesterday/the day after tomorrow
…年…月…日	… year … month … date
星期	day of the week
早上	morning
中午	noon
下午	afternoon
晚上	evening
运动/游戏	**Sports/Games**
走	walk
跑	run
跳	jump/skip
投	throw
行/排	column/row
排队	line up
唱歌	sing songs
打球	play ball
拍手	clap
日常生活	**Routines**
现在	now
有时候	sometimes
这时	this time
那时	that time
刷牙	brush teeth
吃早饭	eat breakfast
洗头（洗发液）	wash hair (shampoo)
洗手	wash hands

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日常生活	**Routines** (continued)
梳头	brush hair
坐车	ride (vehicle)
上学	go to school
放学	leave school (dismissal)
回家	go home
看电视	watch television
做功课/写作业	do homework/write exercise
洗澡	take a bath/shower
上床	go to bed
起床	get up
睡觉	sleep
感觉	**Feelings**
害怕	scared
担心	worry
觉得	feel
快乐	happy
生气	mad/upset
失望	disappointed
食物	**Food**
柚子	pomelo
西瓜	watermelon
龙眼	dragon eye fruit (longyan)
柿子	persimmon
荔枝	lychee
葡萄	grape
果汁	juice

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食物	**Food** (continued)
饼干	biscuits, cookies
汉堡	hamburger
热狗	hot dog
薯条	French fries
可乐	cola
蛋糕	cake
巧克力	chocolate
冰淇淋	ice cream
衣服	**Clothing**
袜子	socks
牛仔裤	jeans
球鞋	running shoes
外套	jacket/coat
其他	**Others**
是不是	is it or is it not
对不对	is it or is it not correct
觉得	feel
希望	wish/hope
同意	agree
地方	place
电子邮件/电邮	e-mail
好不好	is it or is it not good
加拿大	Canada
中国	China
美国	the United States of America
信/卡片	letter/card
家	home

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爱好	Hobbies
听流行音乐	listen to pop music
摇滚乐	rock and roll music
古典音乐	classical music
看电影	watch movies
恐怖的	horror
喜剧片	comedy
现代的	modern
古代的	ancient
看书	read
小说	fiction
科学图书	science books
漫画书	comics
手工/美劳	crafts/arts
造模型	build models
拼图	puzzles
下棋	play chess
电子游戏	video games
运动/游戏	**Sports/Games**
足球	soccer
篮球	basketball
羽毛球	badminton
乒乓球	table tennis
冰球	hockey
跳绳	skipping
游泳	swimming
踢毽子	kick shuttlecock

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运动/游戏	**Sports/Games** (continued)
扯铃/空竹	pull bell
跳房子	hopscotch
抓包子（口袋）	Chinese jacks
跳舞	dance
功夫/武术	martial arts
跑步	running
骑脚踏车/骑自行车	ride bicycle
舞狮	lion dance
发球	serve
球员	players
裁判	referee
得分（进球）	score (goal)
快	fast
慢	slow
各就各位/预备	on your mark/get set
精彩	exciting (game/match race)
加油	go _____ go
起点	start
终点	finish
动物	**Pets/Animals**
猫	cat
狼狗、哈巴狗	German Shepherd, Pekingese
猪	pig
羊	sheep
牛	ox
鸟、麻雀、雁、孔雀、鹤	bird, chickadee, goose, peacock, crane
金鱼	goldfish

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动物	**Pets/Animals** (continued)
鹿	deer
麋鹿	moose
松鼠、沙鼠、老鼠	squirrel, gerbil, mouse
老虎	tiger
狮子	lion
猴子	monkey
蛇	snake
兔子	rabbit
公鸡、母鸡、小鸡	rooster, hen, chick
龙	dragon
马	horse
照顾	look after
喂	feed
衣服	**Clothing**
球衣	jersey
球帽	cap
球拍	racquet
游泳衣/游泳裤	swim suit/trunks
食物	**Food**
沙拉	salad
番茄/西红柿	tomato
生菜	lettuce
芹菜	celery
白饭/米饭	rice
面包	bread
圈圈饼/多纳圈	donut
猕猴桃/奇异果	kiwi fruit

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食物	**Food** (continued)
柠檬	lemon
面条	noodles
其他	**Other**
轮流	take turns
赢了	won
输了	lost
打成平手	tie
累了	tired
热爱	love (hobby)
空闲	leisure/spare time

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Grade 4 to Grade 6

问侯/打招呼	Greetings
你好！	How are you!
你好吗？	How are you?
大家好！	How is everyone?
你们好！	How are you (plural)?
老师早上好/下午好。	Good morning/afternoon, teacher.
同学们早上好/下午好。	Good morning/afternoon, class.
我很好，谢谢你！	I'm very well, thank you.
请进。	Please enter.
谢谢。	Thank you.
不客气！	You're welcome!
今天是...年...月...日。	Today is ...year ...month ...date.
今天的天气怎么样？	How is today's weather?
再见！	Goodbye!
老师（同学们）再见！	Goodbye, teacher (class)!
明天见！	See you tomorrow!
下星期一见！	See you on Monday!
周末愉快/周末快乐。	Have a nice weekend.
祝你有一个愉快的周末（...节）。	Wish you a nice weekend (... festival)
大家再见。	Goodbye, everyone.
课堂秩序	**Classroom Order**
一进教室，就请安静坐好。	As soon as you enter the classroom, sit down quietly.
老师，我可不可以上厕所？	Teacher, may I go to the bathroom?

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课堂秩序	**Classroom Order** (continued)
老师，我要上厕所/喝水。	Teacher, I need to go to the washroom/have a drink.
我可不可以去喝水？	May I please have a drink?
怎样说 Thank you?	How do I say thank you?
老师！可不可以帮我？	Teacher, can you please help me?
我不明白。	I don't understand.
请再说一次。	Please say it again.
我不知道。	I don't know.
对不起！	Pardon me.
没关系。	It's fine.
我不懂。	I don't get it.
你说什么？	What did you say?
当然可以！	Certainly.
不要讲话。	No talking.
我们一起来...。	Let's _____ together.
忘了。	Forgot.
请用中文说。	Please speak in Chinese.
安静。	Quiet.
学习要专心。	To learn, one has to be focused.
今天谁没来？	Who is not here today?
上课讲话，请举手！	Please raise your hand if you wish to speak.
回到你的座位上。	Return to your seat.
请跟我读。	Please read after me.
现在我点名。	Now I am going to take attendance/do a roll call.
把书桌收拾好。	Tidy up your desk.
把衣服捡/挂起来。	Pick up/hang up your clothes.
把鞋子放在鞋架上。	Put the shoes on the shoe rack.
把鞋子穿上！	Put on your shoes!

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课堂秩序	**Classroom Order** (continued)
脱鞋子！	Take off your shoes!
拉拉链！	Zip up (your jacket)!
把衣服穿好！	Put on your jacket!
如果有问题，请先举手。	If you have any questions, please raise your hand.
有问题请举手问老师。	Any questions, please raise your hand to ask the teacher.
安静地举手！	Raise your hands quietly.
回答问题/提问题/讨论时要大声一点。	Speak up when answering/ questioning or participating in discussions.
请大家小声讲话。	Please talk quietly.
请把练习本打开，准备写字。	Please open the exercise book and get ready to write.
请大家到前面来排队。	Please come forward and line up.
请看（老师的/黑板上的）这些卡片。	Please look at this flash card (teacher's/on the blackboard).
请把用过的东西（卡片/文具/书）收拾好。	Please put away the used items (flash cards/stationery/books).
请把书收起来。	Please put away the books.
把书本放好(书架/书包)。	Put the books back (on the shelf/in the school bag).
等一等。	Just a moment.
注意听。	Listen carefully.
来排队！/请排好队！	Come and line up!/Please line up.
请开（关）灯。	Please turn on/off the light.
快一点！	Hurry up!
休息了。	Break time.
请安静/静下来/不要讲话。	Please be quiet/quiet down/no talking.

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课堂秩序	**Classroom Order** (continued)
听好！看谁最注意/集中精力！	Listen! See who is the most attentive/focused!
站起来/请坐下。	Stand up/Please sit down.
现在我们继续。	Let's continue.
先读一读（看一看，听一听），然后做练习。	Read (listen) first and then complete the exercise.
走路轻一点。	Walk quietly.
先安静下来！	Quiet down first!
大家要好好地合作！	Everyone cooperate.
迟到。	Late.
下课了，请收拾。	It's time to go, please clean up.
什么时侯可以玩？休息？下课？	When can we play/have a break/have recess?
我做完了，做什么？	When I am done, what do I do?
_____(什么东西)放在哪里？	Where do I put _____?
收拾。	Clean up.
时间到了。	Time is up.
安静！排队！	Quiet! Line up!
乱七八糟	What a mess.
一会儿见。	See you in a moment./See you shortly.
请关门！	Please close the door.
作业、课堂活动	**Seat Work, Classroom Activities**
请把书（作业/功课）收起来。	Please put away your book (worksheet/homework).
请把书（作业/功课）拿出来。	Please take out your book (worksheet/homework).
请把书（课本）翻到第 ___ 页。	Please turn to page ___ of your textbook.
看谁（最）先准备好？	Let's see who is ready first?
看谁最快？	Let's see who is the fastest?

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作业、课堂活动	**Seat Work, Classroom Activities** (continued)
看谁听得最好？	Let's see who listens the best?
我要削铅笔。	I need to sharpen my pencil.
把东西（功课/通知...）放到书包里。	Put your (homework/newsletter) into your school bag.
懂不懂？明不明白？有没有问题？	Understand? Any questions?
请大家坐下来，然后...。	Please sit down and then ...
做练习。	Complete the exercise.
围一个圈。	Make a circle.
请坐下来安静地看书。	Please sit down and read quietly.
进教室后，安静地坐下看书。	After you enter the classroom, read quietly.
请把记事本拿出来。	Please take out your agenda.
不会写的字可以问老师。	You can ask teacher for any words that you do not know how to write.
请完成第 ____ 题。	Please complete question number _____.
这个词/短语的意思是什么？	What is the meaning of this phrase?
这个字/词语的用法对不对？	Is this character/phrase correct?
这个字难写吗？	Is this character difficult to write?
怎么啦？	What's the matter?
该怎么办才好呢？	What should we do?
你觉得怎么样？	What do you think?
来不及了！/太晚了！	It's too late!
真了不起！	What a good job!
有别的说法吗？	Is there any other way to say this?
你有什么看法？	What do you think?

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作业、课堂活动	**Seat Work, Classroom Activities** (continued)
两个人一组，请找一个同伴。	Two persons in a group. Please find a partner.
现在请默读第_____页。	Please do silent reading on page _____.
三个人一组，请找两个同伴。	Three persons in a group. Please find two partners.
做口头报告时，请注意声量和表情，记住要看着同学们。	When you do the oral report, please pay attention to the voice and expressions, remember to look at your classmates.
要记得写标点符号。	Remember to write the punctuation marks.
别忘了标点符号。	Don't forget the punctuation marks.
功课交了吗？	Did you hand in your homework?
请你把这件事告诉我们。	Please tell us what has happened.
我忘了带...。	I forgot to bring ...
差不多。	Almost.
写上名字，日期。	Write down your name and today's date.
谁能帮忙？	Who can help?
谁需要帮忙？	Who needs help?
请帮我.../请帮忙。	Please help me .../Please help.
今天是谁当值日生？	Who is today's helper?
还有几分钟，请准备。	There are a few minutes left, please get ready.
交上来的功课，请放在这里。	Please put your homework over here.
时间到了。	Time is up.

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作业、课堂活动	**Seat Work, Classroom Activities** (continued)
请大家讨论这个问题。	Please discuss this problem.
请用这个词造句。	Please use this phrase to make a sentence.
请回答问题。	Please answer these questions.
谁还有问题？	Who else has any more questions?
请抄下来。	Please copy down.
这是怎么回事？	What is going on?
没问题！	No problem!
糟糕！	Oh my goodness!
你有什么意见？	What is your opinion?
该怎么办？	What should be done?
把 ____ 传给后面的那位同学。/请传下去。	Pass ____ to the person behind you./Please pass it down.
我们怎么解决这个问题呢？	How can we solve this problem?
现在我们来分组！	Let's get into groups!
这是我们的评分标准。	This is our criteria.
明天别忘记带 _____。	Don't forget to bring _____ tomorrow.
请记住明天要带 _____。	Please remember to bring ____ tomorrow.
请你说一说你看到/听到/做过什么？	Please tell us what you saw/heard/did?
声音要大一点，看着老师和同学，要有表情。	Speak louder, look at your teacher and classmates, remember your facial expressions.
听完了，给他们一些建议。	After their presentation is done, give them your suggestions.
听完了，请同学们拍拍手/鼓掌。	After their oral presentation is done, please clap.

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作业、课堂活动	**Seat Work, Classroom Activities** (continued)
回家后，问问爸爸妈妈…。	Go home and ask your parents …
表扬	**Compliments**
对了。	Correct.
很棒！	Very good!
非常好！	Excellent!
很好！	Very good!
做得很好！	Well done!
有进步。	Making progress.
好主意！	Good idea!
讲得不错。	Spoke well.
做得很（认真）好！	Work is done (seriously) nicely!

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动物	Animals
熊	bear
海獭	beaver
美洲野水牛	bison/buffalo
驯鹿	caribou
猫	cat
花栗鼠	chipmunk
牛	cow
土狼	coyote
鹿	deer
狗	dog
鸭子	duck
麋鹿	elk/wapiti
狐狸	fox
山羊	goat
鹅	goose
母鸡	hen
马	horse
山拨鼠	marmot
麋鹿	moose
美洲山羊	mountain goat
老鼠	mouse
鲸鱼	orca
水獭	otter
猪	pig
豪猪	porcupine
美洲豹	puma
兔子	rabbit
浣熊	raccoon

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动物	**Animals** (continued)
公鸡	rooster
海豹	seal
羊	sheep
臭鼬	skunk
松鼠	squirrel
火鸡	turkey
海象	walrus
野狼	wolf
课堂用品	**Classroom Objects**
水族箱/养鱼缸	aquarium
地图集/册	atlas
黑板	blackboard
书	book
计算器	calculator
椅子	chair
粉笔	chalk
时钟	clock
挂衣钩	coat hooks
电脑/计算机	computer
柜橱	cupboards
桌子	desk
字典	dictionary
橡皮	eraser
地球仪	globe
胶水	glue
小橱柜	locker
彩笔	markers
笔记本	notebook

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课堂用品	**Classroom Objects** (continued)
笔	pen
铅笔	pencil
铅笔盒	pencil case
削铅笔器	pencil sharpener
尺子	ruler
剪刀	scissors
架子	shelf
洗手槽	sink
学生	student
书桌	student desk
录音机	tape recorder
教师	teacher
电视	television
录相机	VCR
垃圾筒	wastebasket
窗户	window
世界地图	world map

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衣服	Clothing
背包	backpack
皮带	belt
女式衬衫	blouse
靴子	boots
外套	coat
女装	dress
眼镜	glasses
帽子	hat
棒球帽	hat
晨袍	housecoat
夹克	jacket
牛仔裤	jeans
慢跑鞋/布鞋/球鞋	joggers/sneakers
运动装	jogging suit
手套	mittens and gloves
长裤	pants
皮包	purse
睡衣	pyjamas
雨衣	raincoat
凉鞋	sandals
围巾	scarf
衬衫	shirt
鞋子	shoes
短裤	shorts
滑雪装（衣/裤），滑雪帽	ski suit, touque
裙子	skirt
拖鞋	slippers
袜子	socks

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衣服	**Clothing** (continued)
西装	suit
毛衣	sweater
游泳衣/游泳裤	swim suit/trunks
领带	tie
雨伞	umbrella
内衣/内裤	underwear
钱包	wallet
手表	watch
食物	**Foods**
苹果	apple
香蕉	banana
面包	bread
奶油	butter
蛋糕	cake
胡萝卜	carrot
（早餐）玉米片	cereals
乳酪	cheese
鸡	chicken
咖啡	coffee
玉米	corn
甜点	dessert
蛋	egg
鱼	fish
薯条	French fries
水果	fruit
葡萄	grape
火腿	ham
冰淇淋	ice cream
肉	meat

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食物	**Foods** (continued)
牛奶	milk
橙子	orange
橙汁/桔子	orange juice
桃	peach
豌豆	peas
凤梨/菠萝	pineapple
薯片	potato chips
马铃薯/土豆	potato
盐和胡椒粉	salt and pepper
三明治	sandwich
香肠	sausage
牛排	steak
草莓	strawberry
茶	tea
番茄/西红柿	tomato
蔬菜	vegetable
身体部分	**Body Parts**
脚踝	ankle
手臂/胳膊	arm
背部/后背	back
乳房/胸部	breast
屁股/臀部	buttocks
面颊/脸颊	cheek
下巴	chin
耳朵	ear
手肘/臂肘	elbow
眉毛	eyebrow
睫毛	eyelash
眼睛	eyes

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身体部分	**Body Parts** (continued)
手指	finger
手指甲	fingernail
脚/足	foot
额头	forehead
头发	hair
手	hand
头	head
脚后跟	heel
臀部	hip
膝盖	knee
腿	leg
嘴唇	lips
嘴	mouth
颈	neck
鼻子	nose
胫骨	shin
肩膀	shoulder
牙齿	teeth
大拇指	thumb
脚趾	toe
躯干	torso/trunk
手腕	wrist

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Wo De Shenti
我 的 身 体

Zhè shi wǒ de tóu.
这 是 我 的 头。

Zhè shi wǒ de yǎnjing.
这 是 我 的 眼 睛 。

Zhè shi wǒ de bízi.
这 是 我 的 鼻 子。

Zhè sh wǒ de zuǐba
这 是 我 的 嘴 巴。

Zhè shi wǒ de ěrduo.
这 是 我 的 耳 朵。

Zhè shi wǒ de shǒu.
这 是 我 的 手。

Zhè shi wǒ de dùzi.
这 是 我 的 肚 子。

Zhè shi wǒ de jiǎo.
这 是 我 的 脚。

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Xiǎojiě Xiǎojiě Bié Shēng Qì
小姐　小姐　别 生　气

Xiǎojiě xiǎojiě bié shēng qì,
小姐　小姐 别 生　气

Míngtiān dài nǐ qù kàn xì,
明 天　带 你 去 看 戏，

Wǒ zuò yǐzi　nǐ zuò dì,
我 坐 椅子 你 坐 地，

Wǒ chī xiāngjiāo nǐ chī pí.
我 吃 香　蕉 你 吃 皮。

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Xīnnián Gē
新 年 歌

Xīnnián kuàilè pāipai shǒu , xīnnián kuàilè hāha xiào,
新年 快乐 拍拍 手， 新年 快乐 哈哈 笑，

Xīnnián dào, Xīnnián dào, Xīnnián dào, Xīnnián dào,
新年 到， 新年 到， 新年 到，新年 到。

Hāha zhēn kuàilè ， yìqǐ guò xīnnián.
哈哈 真 快乐 ，一起 过 新 年。

Xīnnián dào, Xīnnián dào, Xīnnián dào, Xīnnián dào,
新年 到，新年 到，新年 到， 新年 到。

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Sì Jì Gē
四 季 歌

Chūntiān dào, dàochǔ pǎo
春天 到，到处 跑，

Xiǎopéngyǒu, hāha xiào.
小朋友， 哈哈 笑。

Xiàtiān dào, lè táotao,
夏天 到，乐 陶陶，

Dàjiā yīqǐ bèngbèng tiào.
大家 一起 蹦蹦 跳。

Qiūtiān dào, yèzi diào,
秋天 到，叶子 掉，

Bēizhe shūbāo dào xuéxiào.
背着 书包 到 学校。

Dōngtiān dào, dài pímào,
冬天 到，戴 皮 帽，

Bú dài pímào jiù bìng dǎo.
不 戴 皮帽 就 病 倒。

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Yào Shì Nǐ Kuàilè, Jiù Qǐng Nǐ ...
要 是 你 快乐， 就 请 你 ...

Yào shì nǐ kuàilè, jiù qǐng nǐ pāipai shǒu,
要 是 你 快乐， 就 请 你 拍拍 手，

Yào shì nǐ kuàilè, jiù qǐng nǐ pāipai shǒu,
要 是 你 快乐， 就 请 你 拍拍 手，

Yào shì nǐ kuàilè, nǐ de liǎnr jiù huì biǎolù;
要 是你 快乐， 你 的 脸儿就 会 表露，

Yào shì nǐ kuàilè, jiù qǐng nǐ pāipai shǒu,
要 是 你 快乐， 就 请 你 拍拍 手。

Yào shì nǐ kuàilè, jiù qǐng nǐ diǎndian tóu,
要 是 你 快乐， 就 请 你 点点 头，

Yào shì nǐ kuàilè, jiù qǐng nǐ diǎndian tóu,
要 是 你 快乐， 就 请 你 点点 头，

Yào shì nǐ kuàilè, nǐ de liǎnr jiù huì biǎolù;
要 是 你 快乐， 你 的 脸儿 就 会 表露，

Yào shì nǐ kuàilè, jiù qǐng nǐ diǎndian tóu,
要 是 你 快乐， 就 请 你 点点 头。

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Yào shì nǐ kuàilè, jiù qǐng nǐ tàta jiǎo,
要 是 你 快乐， 就 请 你 踏踏 脚，

Yào shì nǐ kuàilè, jiù qǐng nǐ tàta jiǎo,
要 是 你 快乐， 就 请 你 踏踏 脚，

Yào shì nǐ kuàilè, nǐ de liǎnr jiù huì biǎolù;
要 是 你 快乐， 你 的 脸儿 就 会 表露，

Yào shì nǐ kuàilè, jiù qǐng nǐ tàta jiǎo,
要 是 你 快乐， 就 请 你 踏踏 脚。

Yào shì nǐ kuàilè, jiù qǐng nǐ zhuàn yi zhuàn,
要 是 你 快乐， 就 请 你 转 一 转，

Yào shì nǐ kuàilè, jiù qǐng nǐ zhuàn yi zhuàn,
要 是 你 快乐， 就 请 你 转 一 转，

Yào shì nǐ kuàilè, nǐ de liǎnr jiù huì biǎolù;
要 是 你 快乐， 你 的 脸儿 就 会 表露，

Yào shì nǐ kuàilè, jiù qǐng nǐ zhuàn yi zhuàn,
要 是 你 快乐， 就 请 你 转 一 转。

（变调 一律标原调，yi 标第 一声）

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Yào shì nǐ kuàilè，jiù qǐng nǐ zuò xiàlái，
要 是 你 快乐， 就 请 你 坐 下来，

Yào shì nǐ kuàilè，jiù qǐng nǐ zuò xiàlái，
要 是 你 快乐， 就 请 你 坐 下来，

Yào shì nǐ kuàilè，nǐ de liǎnr jiù huì biǎo lù;
要 是 你 快乐， 你 的 脸儿 就 会 表露，

Yào shì nǐ kuàilè，jiù qǐng nǐ zuò xiàlái，
要 是 你 快乐， 就 请 你 坐 下来。

Yào shì nǐ kuàilè，jiù qǐng nǐ hāha xiào,
要 是 你 快乐， 就 请 你 哈哈 笑

Yào shì nǐ kuàilè，jiù qǐng nǐ hāha xiào,
要 是 你 快乐， 就 请 你 哈哈 笑

Yào shì nǐ kuàilè，nǐ de liǎnr jiù huì biǎolù;
要 是 你 快乐， 你的 脸儿就会 表露，

Yào shì nǐ kuàilè，jiù qǐng nǐ hāha xiào,
要 是 你 快乐， 就 请 你 哈哈 笑。

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Liǎng Zhī Lǎohǔ
两　只 老虎

Liǎng zhī lǎohǔ, liǎng zhī lǎohǔ
两　只 老虎，两 只 老虎，

Pǎo de kuài, pǎo de kuài,
跑 得 快，跑 得 快；

Yì zhī méiyǒu yǎnjing, yì zhī méiyǒu ěrduo,
一 只 没有 眼睛，一 只 没有 耳 朵，

Zhēn qíguài, zhēn qíguài!
真 奇怪， 真 奇怪！

Liǎng zhī lǎohǔ, liǎng zhī lǎohǔ
两　只老虎，两 只 老虎，

Pǎo de kuài, pǎo de kuài,
跑 得 快，跑 得 快；

Yì zhī méi yǒu tóufa, yì zhī méiyǒu yǐba,,
一 只 没有 头发，一只 没有 尾巴，

Zhēn qíguài, zhēn qíguài!
真 奇怪，真 奇怪！

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Tóur Jiānbǎng
头儿 肩膀

Tóur, jiānbǎng,
头儿 肩膀

Xī, jiǎozhǐ
膝, 脚趾,

Xī jiǎozhi , Xī jiǎozhi
膝 脚趾， 膝 脚趾；

Tóur,， jiānbǎng,
头儿，肩膀，

Xī，jiǎozhǐ
膝， 脚趾，

Yǎnjing, bízi hé zuǐ (kǒu).
眼睛、 鼻子 和 嘴 (口)。

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Xiǎo Xīngxing
小　星星

Yì shǎn yì shǎn liàng jīngjing,
一 闪　一 闪　亮　晶晶，

Mǎn tiān dōu shì xiǎo xīngxing,
满　天　都 是 小　星星，

Gāo gāo guà zài tiān kōng shàng,
高 高　挂 在 天空　上，

Hǎoxiàng xǔduō xiǎo yǎnjing,
好像　　许多 小　眼睛，

Yì shǎn yì shǎn liàng jīng jing,
一 闪　一 闪　亮　晶晶

Mǎn tiān dōu shì xiǎo xīngxing,
满　天　都　是 小　星星。

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Appendix C: Planning Tools

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- ❑ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- ❑ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to mark as tasks are completed
  - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
  - ___ record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that will reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ❑ Consider how the activity has been designed to motivate and engage student interest.
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what the students know and what they are learning.

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Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- ❑ Provide a quiet work station like a study carrel in a corner of the classroom.
- ❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- ❑ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ❑ Rewrite materials at a lower reading level.
- ❑ Provide a graphic organizer for note taking; e.g., cloze style.
- ❑ Highlight passages of text.
- ❑ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ❑ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of the lecture notes
___ enlarged or reduced text
___ scribe
___ audio recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

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⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.

- ❑ Does the student need:
  - ___ an audio recording of the test
  - ___ a scribe to write down his or her ideas or answers
  - ___ the test questions read aloud
  - ___ a time extension
  - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for an upcoming test.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- ❑ Consider ways to change the pace and allow students to focus on task for more condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

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Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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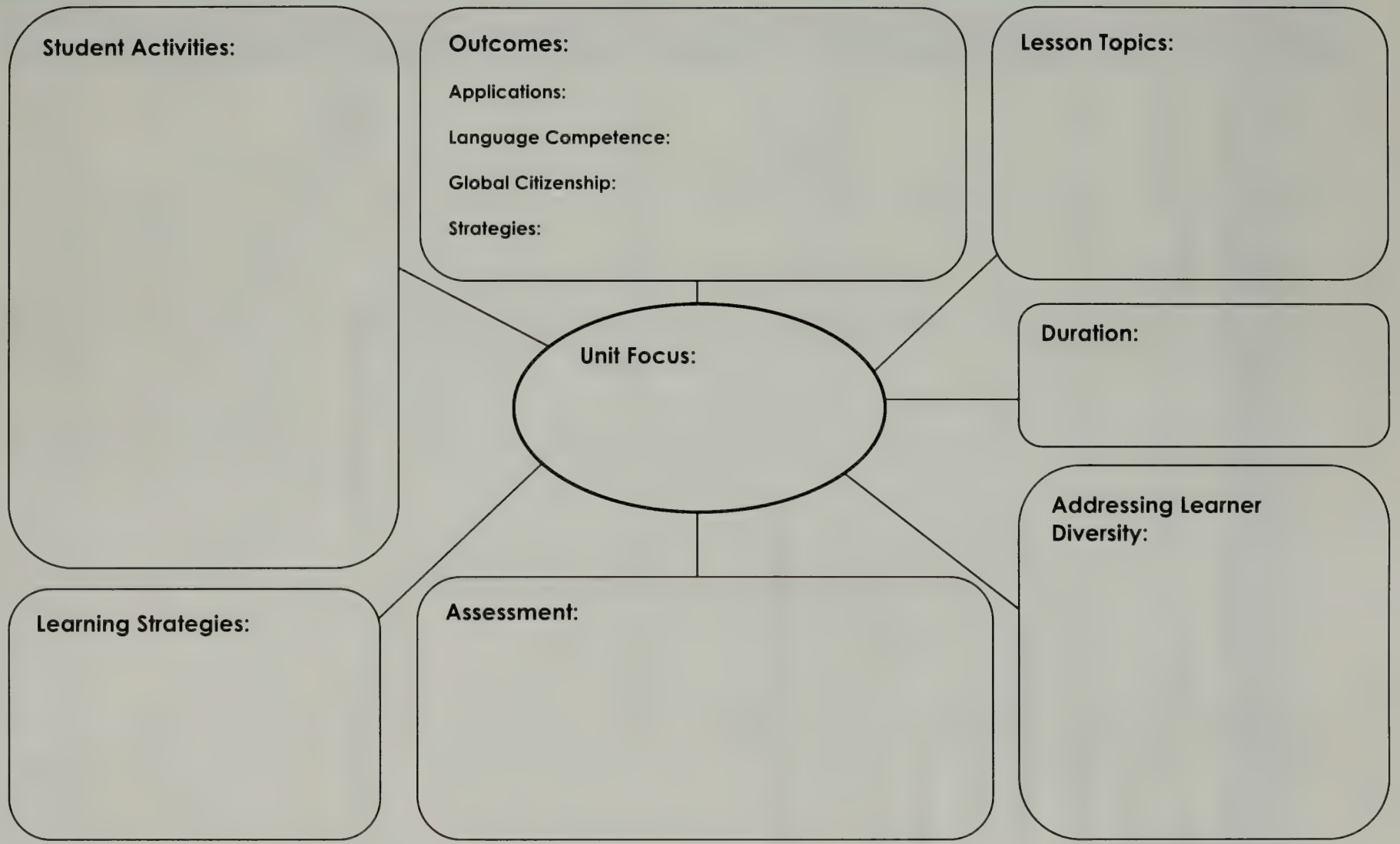
Unit Plan Overview



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Unit Plan A

Grade(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

- Applications
- Language Competence
- Global Citizenship
- Strategies

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

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Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

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Unit Plan C

Title:	Time line:
General outcome:	
Specific outcomes	**Learning strategies and activities**
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)	
Assessment strategies and activities	**Enrichment strategies**
Resources	
Home/school/community connections	**Cross-curricular connections**

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Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

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Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes

- Applications
- Language Competence
- Global Citizenship
- Strategies

Possible Student Learning Strategies:

Lesson Description

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Materials

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How "Listener Friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• I use cue words and phrases to signal important information; e.g., In summary …, Note the following …, Pay attention to …, Record this important fact …, This is important …, Listen carefully.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slideshow presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	❍	❍
• I provide examples and non-examples of concepts.	❍	❍
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

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Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task; e.g., private signal.
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer-assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ❑ Provide student with a copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other _____

Materials

- ❑ Modify text materials (add, adapt or substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desktop easel or slantboard to raise reading materials.
- ❑ Prepare recordings of reading/textbook materials.
- ❑ Provide an extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for Instruction

The student works best:

- ❑ in large group instruction
- ❑ in small group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom.

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.
- ❑ Complete progress charts.

Reinforcement Systems (cont'd)

- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust the test appearance; e.g., margins, spacing.
- ❑ Adjust the test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Audio record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions.
- ❑ Allow use of a scribe or a reader.
- ❑ Allow oral examinations.

Other _____

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Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
❍ Use less difficult/alternative reading material. ❍ Reduce amount of reading required. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Set time limits for specific task completion. ❍ Enlarge text of worksheets and reading material. ❍ Extend time to complete tests and assignments. ❍ Use large print editions of tests. ❍ Read test items aloud to student. ❍ Read standard directions several times at start of exam. ❍ Audio record directions. ❍ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	❍ Reduce volume of work. ❍ Break long-term assignments into manageable tasks. ❍ Extend time for completing assignments. ❍ Offer alternative assignments. ❍ Allow student to work on homework while at school. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ❍ Waive spelling, punctuation and paragraphing requirements. ❍ Accept keyword responses instead of complete sentences. ❍ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).	❍ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ❍ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels). ❍ Permit movement during class activities and testing sessions. ❍ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ❍ Set time limits for specific task completion. ❍ Extend time to complete tests and assignments. ❍ Allow student to take breaks during tests. ❍ Use multiple testing sessions for longer tests. ❍ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ❍ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❍ Provide a quiet, distraction-free area for testing. ❍ Allow student to wear noise buffer device such as headphones to screen out distracting sounds. ❍ Provide checklists for long, detailed assignments.	❍ Provide a written outline. ❍ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ❍ Provide a specific process for turning in completed assignments. ❍ Provide checklists for long, detailed assignments. ❍ Read and discuss standard directions several times at start of examination. ❍ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ❍ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	❍ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ❍ Set realistic and mutually agreed-upon expectations for neatness. ❍ Reduce or eliminate the need to copy from a text or board; e.g., — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ❍ Extend time to complete tests and assignments. ❍ Alter the size, shape or location of the space provided for answers. ❍ Accept keyword responses instead of complete sentences. ❍ Allow student to type answers or to answer orally instead of in writing.

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Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- ❑ allowing extended time
- ❑ allowing breaks during the test
- ❑ reducing the number of questions
- ❑ breaking a test into parts and administering them at separate times
- ❑ providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- ❑ providing a reader or a scribe
- ❑ providing an opportunity to record answers
- ❑ providing more detailed instructions and confirming the student's understanding of the test process
- ❑ administering the test in a small group setting or to an individual student
- ❑ administering the test in a separate room, free from distractions
- ❑ providing noise buffers; e.g., headphones
- ❑ adjusting the test appearance; e.g., margins, spacing
- ❑ adjusting the test design (true/false, multiple choice, matching)
- ❑ adjusting the readability of the test
- ❑ allowing alternative formats such as webs or key points in place of essays or long answers
- ❑ reading test questions
- ❑ allowing use of a scribe or a reader
- ❑ allowing oral examinations
- ❑ allowing students to practise taking similar test questions.

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Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

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Alternative Learning Activities Menu

Name: _____ **Date:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea checked by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	**PLAN**	**INTERVIEW**
RESEARCH	**YOUR IDEA**	**SURVEY**
DISPLAY	**CREATE**	**EVALUATE**

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Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my Learning Log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

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Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns, or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeatedly write out or say words or phrases in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things—word formation, sentence structure, vocabulary—with similar characteristics
- identify similarities and differences between aspects of Chinese and own language
- look for patterns and relationships (such as grouping radicals)
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in own language
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological or other learning aids to support language learning; e.g., audio recorders
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and direction of strokes through repetition
- make and use personal flash cards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher

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- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a Learning Log
- experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- use words from first language to get their meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand

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- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation and slowing devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive Language Use Strategies

- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive Language Use Strategies

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary or other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing own texts

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- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

General Learning Strategies

Cognitive General Learning Strategies

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task

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- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective General Learning Strategies

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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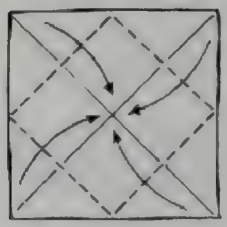
Origami Finger Game Folding Directions

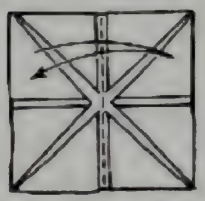
1. Fold color side down on both diagonals. Unfold



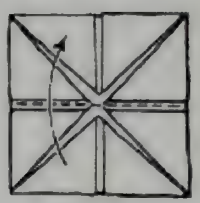
2. Fold all four corners to center

3. Turn paper over

4. Again, fold all corners to center



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold.

7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

From http://www.yasutomo.com/project/fortuneteller.html. (Accessed May 30, 2007.)

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Sample Year Plan 1

Grade Level(s): 4 **School Year:** _____ **Teacher(s):** _____

	September	October	November	December	January
Unit(s)	Self and School	Self and School	Family	Food	Celebrations
Specific Outcomes: Applications – A Language Competence – LC Global Citizenship – GC Strategies – S More details are provided in Sample Year Plan 2.	**A** – 1.1a, 2.1a, 4.1a, 6.3a **LC** – 1.1a, 1.3a, 2.1a, 3.3a, 4.4a **GC** – 2.4a, 2.5a **S** – 1.1a, 3.1a	**A** – 1.1b, 2.1b, 3.1a, 4.1b, 5.1a, 5.3a **LC** – 2.2a, 4.1a, 4.4b, **GC** – 2.6a **S** – 1.3a, 2.1a, 2.3a, 3.2a	**A** – 2.2a, 3.1b, 3.3a, 4.1c, 5.2a, 5.4b, 6.1a **LC** – 1.1b, 1.1c, 5.1a **GC** – 2.1a **S** – 1.2a, 2.2a	**A** – 3.2a, 3.3b, 5.2b, 5.4a **LC** – 1.1d, 2.3a, 3.1a, 5.3a **GC** – N/A **S** – 3.3a	**A** – 5.3a, 6.2a **LC** – 1.4a **GC** – 1.1a, 1.2a, 1.3a, 1.5a **S** – N/A
Major Teaching and Learning Activities	Introduce oneself to another classmate. Understand and participate in classroom activities using Chinese classroom expressions.	Use vocabulary related to the body and physical movements. Become familiar with personnel and places in the school.	Identify members of a family. Introduce one's family to the class, including at least one descriptive phrase about each member.	Identify names of major food items, including their colours and shapes. Survey food preferences among fellow classmates.	Discuss decorations, food, activities, customs and traditions for western New Year.
Resources	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."
Assessment and Evaluation	– Informal Observation – Anecdotal Notes – Learning Logs	– Informal Observation – Anecdotal Notes – Learning Logs – Self-assessment	– Informal Observation – Anecdotal Notes – Checklists – Learning Logs – Portfolios – Quiz	– Informal Observation – Anecdotal Notes – Self-assessment – Goal Setting – Rubrics	– Informal Observation – Anecdotal Notes – Learning Logs – Peer-assessment

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Sample Year Plan 1

Grade Level(s): 4 **School Year:** _____ **Teacher(s):** _____

	February	March	April	May	June
Unit(s)	Chinese New Year/Friendship	Seasons	Clothing	Seasons and Clothing	Review
Specific Outcomes Applications – A Language Competence – LC Global Citizenship – GC Strategies – S	**A** – N/A **LC** – 1.2a, 3.2a, 4.1b, 4.3a, 4.5a **GC** – 1.1b, 2.2a, 2.2b **S** – Nil	**A** – N/A **LC** – 1.2b, 3.4a **GC** – 2.3a, 3.2a **S** – Nil	**A** – N/A **LC** – 4.2a, 5.2a **GC** – 1.4a, 3.1a **S** – Nil	Introduce more activities that would expand students' repertoire of words and phrases.	Identify outcomes or activities that require extra reinforcement. Review what has been introduced during the year.
Major Teaching and Learning Activities	Discuss and examine decorations, food, activities, customs and traditions for Chinese New Year. Interview a friend and present the results to the class.	Discuss observations about the change of seasons: day light, temperature, wind, rain and activities that show signs of seasonal changes.	Identify and describe clothing items for daily activities. Design clothes for paper puppets and participate in a spring fashion show.	Research the major characteristics of the four seasons in the community. Prepare a presentation on how people dress for various seasons.	Review activities, songs, rhymes and games that students vote for as their favourites. Write a letter to a friend to describe the experience of learning Chinese.
Resources	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."	Please see "Sample Year Plan Resource List."
Assessment and Evaluation	– Informal Observation – Anecdotal Notes – Learning Logs	– Informal Observation – Anecdotal Notes – Learning Logs – Self-assessment – Portfolios – Quiz	– Informal Observation – Anecdotal Notes – Learning Logs – Peer-assessment	– Informal Observation – Anecdotal Notes – Learning Logs – Rubrics	– Informal Observation – Anecdotal Notes – Learning Logs – Self-assessment – Portfolios – Quiz

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Sample Year Plan 2

Units and all specific outcomes covered each month

September: Self and School **A** – 1.1a, 2.1a, 3.1b, 4.1a, 6.1a **LC** – 1.1a, 1.3a, 2.1a, 3.3a, 4.4a **GC** – 2.4a, 2.5a **S** – 1.1a, 3.1a	**October: Self and School** **A** – 1.1b, 2.1b, 3.1a, 4.1b, 5.1a, 5.3a **LC** – 1.1a, 1.3a, 2.1a, 2.2a, 3.3a, 4.1a, 4.4b **GC** – 2.4a, 2.5a, 2.6a **S** – 1.1a, 1.3a, 2.1a, 2.3a, 3.1a, 3.2a
November: Family **A** – 2.2a, 3.1b, 3.3a, 4.1c, 5.2a, 5.4b, 6.1a **LC** – 1.1a, 1.1b, 1.1c, 1.3a, 2.1a, 2.2a, 5.1a, 5.3a **GC** – 2.1a, 2.4a, 2.5a **S** – 1.1a, 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a	**December: Food** **A** – 2.1a, 3.2a, 3.3b, 5.2b, 5.4a, 6.1a **LC** – 1.1a, 1.1b, 1.1d, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.3a, 5.3a **GC** – 2.1a, 2.4a, 2.5a **S** – 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 3.3a
January: Celebrations **A** – 2.1a, 5.3a, 5.4a, 6.2a **LC** – 1.1a, 1.1b, 1.3a, 1.4a, 2.2a, 2.3a, 3.1a, 3.3a **GC** 1.1a, 1.2a, 1.3a, 1.5a, 2.1a, 2.4a, 2.5a **S** – 1.1a, 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 3.3a	**February: Chinese New Year/ Friendship** **A** – 2.1a, 3.2a, 5.1a **LC** – 1.2a, 1.2b, 1.3a, 2.3a, 3.1a, 3.2a, 3.3a, 4.1b, 4.3a, 4.5a **GC** – 1.1b, 1.3a, 1.5a, 2.1a, 2.2a, 2.2b, 2.4a, 2.5a **S** – 1.1a, 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 3.3a
March: Seasons **A** – 3.1b, 5.2a, 6.1a **LC** – 1.2b, 1.3a, 2.3a, 3.1a, 3.2a, 3.3a, 3.4a **GC** – 1.3a, 2.1a, 2.3a, 2.4a, 2.5a, 2.6a, 3.2a **S** – 1.1a, 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 3.3a	**April: Clothing** **A** – 2.1b, 5.3a, 5.4a **LC** – 1.3a, 2.3a, 3.1a, 3.2a, 3.3a, 4.2a, 5.2a **GC** – 1.3a, 1.4a, 2.1a, 2.4a, 2.5a, 2.6a, 3.1a **S** – 1.1a, 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 3.3a
May: Seasons and Clothing **A** – 1.1b, 3.3b, 5.2b, 6.2a **LC** – 1.3a, 2.3a, 3.1a, 3.2a, 3.3a, 3.4a **GC** – 1.3a, 1.4a, 2.1a, 2.2b, 2.4a, 2.5a, 2.6a, 3.1a **S** – 1.1a, 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 3.3a	**June: Review** **A** – 2.2b, 3.3b, 4.1c, 5.4b, 6.3a **LC** – 1.3a, 2.3a, 3.1a, 3.2a, 3.4a **GC** – 1.3a, 1.4a, 2.1a, 2.2b, 2.4a, 2.5a, 2.6a, 3.1a, 3.2a **S** – 1.1a, 1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 3.3a

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Sample Year Plan Resource List

September: Self and School	**October: Self and School**
Chinese Made Easy, Book One (Lessons 1 to 5) *Kuaile Hanyu*, Book One (Lessons 1, 2, 11 and 14) *Learn Chinese With Me*, Book One (p. 172) *Zhongwen*, Book One (Lesson 9) *Zhongwen*, Book Two (Lesson 2) *Pu Tong Hua* children's songs on CDs: CD 1 – 1 握握手做个好朋友 2 早安，午安，晚安 3 早操 7 数日字歌 11 大圆圈 CD 5 – 3 我的好朋友 CD 6 – 7 有礼有理	*Kuaile Hanyu*, Book One (Lessons 10,12 and 13) *Learn Chinese With Me*, Book One (p. 19, 20, 28) *Zhongwen*, Book Two (Lesson 4) *Pu Tong Hua* children's song on CDs: CD 1 – 4 两件无价宝 5 声母歌 CD 2 – 3 刷牙牙 5 电话号码 8 姓氏歌 CD 4 – 1 扮鬼脸 2 洗洗歌
November: Family	**December: Food**
Chinese Made Easy, Book One (Lessons 7 to 10); Book Two (Lesson 1) *Kuaile Hanyu*, Book One (Lessons 3 and 4) *Learn Chinese With Me*, Book One (Lesson 17) *Zhongwen*, Book One (Lesson 10) *Pu Tong Hua* children's songs on CDs: CD 1 – 6 韵母歌 CD 2 – 1 好家庭	*Kuaile Hanyu*, Book One (Lessons 7, 8 and 9) *Zhongwen*, Book Two (Lesson 5) *Pu Tong Hua* children's songs on CDs: CD 1 – 8 排排坐 10 我是一个大苹果 CD 2 – 9 我们祝福你圣诞快乐 CD 3 – 6 水果歌 CD 6 – 4 讨价还价
January: Celebrations (New Year)	**February: Chinese New Year/Friendship**
Pu Tong Hua children's songs on CDs: CD 2 –10 新年好	*Learn Chinese With Me*, Book One (Lessons 25 to 27) *Zhongwen*, Book One (Lesson 14) *Pu Tong Hua* children's songs on CDs: CD 2 – 6 我的家人 CD 5 –12 我爱大熊猫

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March: Seasons	**April: Clothing**
Chinese Made Easy, Book Two (Lesson 4) *Learn Chinese With Me,* Book One (Lessons 23, 24) *Zhongwen,* Book One (Lesson 13) *Zhongwen,* Book Two (Lesson 12) *Pu Tong Hua* children's songs on CDs: CD 5 – 4 小雨落下来 CD 6 – 6 问候歌 CD 3 – 9 四季歌	*Chinese Made Easy,* Book Two (Lessons 2, 3) *Learn Chinese With Me,* Book One (Lesson 29) *Pu Tong Hua* children's songs on CDs: CD 4 – 10 妈妈好 CD 5 – 8 彩色世界 9 小花与小虫
May: Seasons and Clothing	**June: Review Selective Lessons from:**
Please see March and April. *Pu Tong Hua* children's songs on CDs: CD 5 – 10 小小白船	*Chinese Made Easy,* Book One *Kuaile Hanyu,* Book One *Learn Chinese With Me,* Book One (p. 172) *Zhongwen,* Book One *Zhongwen,* Book Two *Pu Tong Hua* children's songs on CDs: CD 6 – 10 摇摆声母歌 11 一起把韵母学好

The sets of CDs listed here contain two books of lyrics in traditional characters and Hanyu pinyin. These CDs are produced by Bear Productions, 1996 & 2000, Super Delight Co. Ltd. Web site: www.bear.com.hk. E-mail: info@bear.com.hk.

This resource list is for reference purposes and teachers are advised to adapt and add to the list to meet the needs of their students.

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Subunit: 开学头几天 [Getting Started at School]

Assumptions:
- Students have no prior knowledge of Chinese (Mandarin).
- The period is 30 minutes per day, five days a week.
- The Chinese language teacher rotates from room to room.

Preparation:
- Create name tags with front and back in different colours such as yellow and blue (primary colours). On one side, write the students' first names in English and on the other side, write them in Chinese (Hanyu pinyin).
- Create name strips with first name in Chinese (Hanyu pinyin) on the front and first name in English on the back.
- Ensure the students each have a Learning Log.
- Ensure each student has a notebook for keeping songs, nursery rhymes and riddles.
- Provide folders for student portfolios.

Focus of the Subunit:
Students will be able to:
- recognize Hanyu pinyin
- count from 1 to 10
- greet and say goodbye to a fellow student or teacher.

Specific Outcomes (also see list on next page):
Applications: A–3.1b, A–4.1a, A–6.1a
Language Competence: LC–1.1a, LC–1.3a, LC–2.1a, LC–3.3a, LC–4.4a
Global Competence: GC–2.4a, GC–2.5a
Strategies: S–1.1a, S–3.1a

Planning for Diversity:
- Display large charts, pictures and word strips for easy reference.
- Arrange for students who have special education needs to sit close to you.
- Organize activities that encourage students to use different senses and intelligences.
- Use real objects and situations to model the use of Chinese.
- Be flexible to shift the expectations and time requirements of the activities.

Assessment Activities:
Informal Observation
Anecdotal Notes
Learning Logs
Self-assessment
Portfolios

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Sample Unit Plan – Numbers
List of Specific Outcomes

Specific Outcomes	Students will be able to:
A–3.1b	give and respond to simple oral instructions and commands
A–4.1a	exchange greetings and farewells
A–6.1a	use the language for fun
LC–1.1a	pronounce some simple words and phrases comprehensibly
LC–1.3a	use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including self and school
LC–2.1a	understand simple spoken sentences in guided situations
LC–3.3a	derive meaning from visuals and other forms of nonverbal communication in guided situations
LC–4.4a	imitate simple, routine social interactions
GC–2.4a	participate in activities and experiences that reflect elements of different cultures
GC–2.5a	work and play with others who are different
S–1.1a	use simple cognitive strategies, with guidance, to enhance language learning
S–3.1a	use simple cognitive strategies, with guidance, to enhance general learning

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Lesson 1: 打招呼和学数字一二三 (Greeting Students and Numbers One, Two and Three)

Specific Outcomes Addressed

Applications: 3.1b
Language Competence: 1.1a, 1.3a, 2.1a, 3.3a, 4.4a
Global Citizenship: 2.4a, 2.5a
Strategies: 3.1a

Materials Required

Name tags (to be worn around students' necks) and name strips (sentence strips).

Teaching and Learning Activities

1. Greet students: "*Nǐmen hǎo!*" (How are you!)
2. On the board, write "*yī, èr, sān*" (one, two, three) and Chinese characters 一, 二, 三.
3. Have the students form a circle. Say "*lai, zùo ge dà yuán quān*" and motion for them to make a circle.
4. Introduce yourself to the students with a big name tag: "*Nǐ hǎo! Wǒ shì Lǐ lǎoshī.*" (How are you? I am Miss Li.). Have the students come one by one to get their name tags as you call their English names. Say "*Nǐ jiào name.*" (You are name.). Students then wear the name tags around their necks for the rest of the week.
5. Explain to the students that their names have been translated into Chinese. The letters they see on the name tags are from a system called "Hanyu pinyin," which means "Chinese phonetics." Give them a couple of minutes to see how similar or different their names are in Hanyu pinyin and English.
6. Clap three times to get their attention. Introduce the numbers one, two and three by saying "*yī, èr, sān*" while holding up the number of fingers. Repeat two more times.
7. Invite the students to join in saying the numbers and holding up fingers. Switch hands and repeat saying "*yī, èr, sān*" (one, two, three) two more times. If there is time, count backward: "*yī, èr, sān, sān, èr, yī*" (three, two, one).
8. Hold up name strips and call out their names one by one. As they hear their names and match your strip with their name tag, they come up to return the name tag. Collect them and use a hanger to hang them up. When all name tags are returned, say "*zàijiàn*" (goodbye) to the class. Invite the students to repeat "*zàijiàn*" (goodbye) two times after you say it. Have the students quietly return to their desks.

Opportunity for Assessment

Informal Observation – Watch how the students react as you call them up one by one. Observe how they follow along during the counting activity.

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Lesson 2: 学数字四和五 [Numbers Four and Five]

Specific Outcomes Addressed

Applications: 3.1b
Language Competence: 1.1a, 1.3a, 2.1a, 3.3a, 4.4a
Global Citizenship: 2.4a, 2.5a
Strategies: 1.1a

Materials Required

Name tags (to be worn around the students' necks), name strips and five sets of objects.

Teaching and Learning Activities

1. Greet students: "*Nǐmen hǎo!*" (How are you!)
2. Review numbers "*yī, èr, sān*" (one, two, three) two times with each hand.
3. Have the students form a big circle. Count them: "*yī, èr, sān*" (one, two, three). Ask the student who is "*sān*" (three) to clap three times.
4. Write "*yī, èr, sān*" and 一, 二, 三 on the board in white chalk and "*sì, wǔ*" and 四, 五 in red chalk. Say "*yī, èr, sān, sì, wǔ*" and hold up one finger at a time. Switch hands. Repeat the process two more times.
5. Count the students and the student who is "*wǔ*" stands up. Say "*qǐng zhàn qǐ lái*" and motion the "*wǔ*" students to stand up. Invite the students to count along with you. Continue counting until every student is counted.
6. Prepare objects in sets of five in advance. Ask volunteers to come up and count them; e.g., popsicle sticks, rulers, pencils, exercise books, erasers.
7. As a class, count together "*yī, èr, sān, sì, wǔ*" two times and then backward "*wǔ, sì, sān, èr, yī*" two times.
8. Have the students write in their learning logs 一, 二, 三, 四, 五 and "*yī, èr, sān, sì, wǔ*" and also illustrate the numbers; e.g., five pencils, five stars, five apples, five leaves.
9. When they are done, have them go to the pocket chart to find their name strips by matching the one on their name tag and bring it to you. Pronounce the names for the students.
10. Collect the name tags and use a hanger to hang them up. When all name tags are returned, say "*zàijiàn*" (goodbye) to the class. Invite the students to repeat "*zàijiàn*" two times. Ask the students to quietly return to their desks.

Opportunity for Assessment

Learning Log – Ask the students to reflect on the activity in their learning logs. Have the students copy the Chinese characters and the corresponding Hanyu pinyin and add pictures.

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Lesson 3: 学数字六和七 [Numbers Six and Seven]

Specific Outcomes Addressed

Applications: 3.1b, 4.1a
Language Competence: 1.1a, 1.3a, 2.1a, 3.3a, 4.4a
Global Citizenship: 2.4a, 2.5a
Strategies: 1.1a, 3.1a

Materials Required

Name tags (to be worn around the students' necks), name strips and a wall calendar.

Teaching and Learning Activities

1. Greet students with "*Nǐmen hǎo!*" (How are you!)
2. Model "*Nǐ hǎo!*" and shake hands with a student. Have the students repeat after you while shaking hands with another student. While the students are doing this activity, pass out their name tags.
3. Review numbers "*yī, èr, sān, sì, wǔ*" (one, two, three, four, five) two times with each hand.
4. Have the students spread around the room. Hold up one ruler and say: "*yī bǎ chǐ*" (one ruler). When you say "*liǎng bǎ chǐ*" and hold up two rulers, ask students to hold hands with another. When you say "*sān bǎ chǐ*" and hold up three rulers, students have to hold hands in groups of three. Then randomly call out any number from one to five. Students find groups of that number and those who do not have a group return to their desks. Explain to the students that "*liǎng*" is the same as "*èr*," which means two, but it is used to describe quantity where "*èr*" describes the order.
5. Write "*yī, èr, sān, sì, wǔ,*" and 一，二，三，四，五 on the board in white chalk and "*liù qī*" and 六，七 in red chalk. Say "*yī, èr, sān, sì, wǔ, liù qī* 一，二，三，四，五，六，七" and hold up one finger at a time. Switch hands. Repeat the process two more times.
6. On the board add a number rhyme:

   一 二 三，三 二 一；
   一 二 三 四 五 六 七，七 六 五 四 三 二 一。
7. Point at the calendar and count the number of days in a week by saying: 一 二 三 四 五 六 七.
8. As a class, say the rhyme two or three times.
9. Ask for volunteers to say it, or give the students a few minutes to practise with a partner.
10. Hold up name strips and call out their names one by one. As they hear their names and match your strip with their name tag, they come up to return the name tag. Collect them and use a hanger to hang them up. When all name tags are returned, say "*zàijiàn*" (goodbye) to the class. Invite the students to repeat "*zàijiàn*" (goodbye) two times after you. Have the students quietly return to their desks.

Opportunity for Assessment

Informal Observation – Watch how students react as you call them up one by one. Observe how they participate in the counting activity.

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Lesson 4: 学数字八九十 [Numbers Eight, Nine and Ten]

Specific Outcomes Addressed

Applications: 4.1a, 6.1a
Language Competence: 1.1a, 1.3a, 2.1a, 3.3a, 4.4a
Global Citizenship: 2.4a, 2.5a
Strategies: 1.1a, 3.1a

Materials Required

Name tags (to be worn around the students' necks), name strips and an overhead transparency with the rhyme "你是我的好朋友" (You Are My Good Friend).

Teaching and Learning Activities

1. Greet students: "*Nǐmen hǎo!*" (How are you!)
2. Invite a volunteer to model a short dialogue. Display it on a large piece of chart paper or write it on the board:

   A: *Nǐ hǎo!*
   B: *Nǐ hǎo!*
   A: *Zàijiàn.*
   B: *Zàijiàn.*

3. Have the students form an inside–outside circle. The inside circle rotates clockwise and the outside circle rotates counterclockwise. When they stop, they practise the dialogue with the students they are facing.
4. Review numbers "*yī, èr, sān, sì, wǔ, liù qī*" (one, two, three, four, five, six, seven) by saying the numbers and holding up the corresponding number of fingers. Repeat two times with each hand.
5. Write "一 二 三 四 五 六 七 *yī, èr, sān, sì, wǔ, liù qī*" on the board in white chalk. Add "八，九，十 *bā, jiǔ, shí*" (eight, nine, ten) in red chalk. Say the new numbers to the class and have the students repeat them after you three times.
6. Put a transparency on the overhead with the following rhyme:

   你是我的好朋友 (You Are My Good Friend)

   yī èr sān, sān èr yī
   一 二 三，三 二 一，

   yī èr sān sì wǔ, liù qī, qī liù wǔ sì sān èr yī
   一 二 三 四 五 六 七，七 六 五 四 三 二 一；

   bā jiǔ, shí, shí jiǔ bā
   八 九 十，十 九 八，

   Nǐ shì wǒ de hǎo péngyou.
   你 是 我 的 好 朋 友。(You are my good friend.)

(Source: Yamin Ma, Xing Ying Li. *Chinese Made Easy*, Joint Publishing (H.K.) Co. Ltd., 2001. Book One, p. 9.)

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7. Have the students repeat the rhyme after you line by line. Pass out copies of the rhyme for them to put in their duotangs.
8. Say "*zàijiàn*" (goodbye) to the class.

Opportunity for Assessment

Anecdotal Notes – Observe students as they interact during the inside–outside circle. Make notes of their behaviours and use of Chinese during the activity.

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Lesson 5: 学数字十一至二十 [Numbers 11 to 20]

Specific Outcomes Addressed

Applications: 3.1b
Language Competence: 1.1a, 1.3a, 2.1a, 3.3a, 4.4a
Global Citizenship: 2.4a, 2.5a
Strategies: 1.1a, 3.1a

Materials Required

An overhead transparency of numbers "十一 to 二十", name strips in a pocket chart.

Teaching and Learning Activities

1. Greet students: "*Nǐmen hǎo!*" (How are you!)
2. Review "你是我的好朋友" (You are my friend.). Have the students practise together in groups of three. Rotate and listen as they practise.
3. Ask any group that is ready to read aloud for the class. Get three or four groups to demonstrate their learning.
4. Write 一 二 三 四 五 六 七 八 九 十
   yī èr sān sì wǔ, liù qī bā jiǔ shí
5. Invite the students to guess what numbers 11 and 12 look like. Provide the answer right away: 十一 and 十二. Then ask the students to write in their Learning Logs the numbers 11 to 20 in Chinese. Point out that 20 is two groups of ten, so it is a combination of number 二 and 十.
6. Display a transparency of 十一 to 二十 (11 to 20) on the overhead projector and have students check their work.
7. Give the students a matching quiz and then have them find partners to check their work. Have the partners take turns saying the numbers aloud.
8. Those who are done go to the pocket chart and find their name strips and bring the matching activity and name strip to you. Students say "*zàijiàn*" (goodbye) to you and return to their desks quietly.

Opportunity for Assessment

Matching quiz.

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Number Quiz

Name: _____ Date: _____

Connect the Chinese numbers with the matching pictures on the right:

sān 三 。 。

bā 八 。 。

liù 六 。 。

èr 二 。 。

shí 十 。 。

wǔ 五 。 。

yī 一 。 。

qī 七 。 。

sì 四 。 。

jiǔ 九 。 。

Total score: _____

Checked by: _____

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Subunit: 水果市场 [The Fruit Market]

Assumptions:
Students have been introduced to the basic vocabulary of food. From prior learning they are able to:
- greet and say farewell to one another
- name a few common fruits
- count from 1 to 20.

Lessons 7, 8 and 9 in *Kuaile Hanyu*, Book One, or similar introductory learning activities have been covered.

Focus of Subunit:
Students will be able to:
- inquire about the price of a kind of fruit
- respond to a price inquiry
- count money in dollars and cents.

Specific Outcomes (see list on next page):
Applications: A–2.1a, A–5.4a, A–6.1a
Language Competence: LC–1.1a, LC–1.1b, LC–1.1d, LC–1.3a, LC–1.4a, LC–2.2a, LC–2.3a
Global Citizenship: GC–2.1a, GC–2.4a, GC–2.5a
Strategies: S–1.1a, S–1.2a, S–1.3a, S–2.1a, S–2.2a, S–2.3a

Duration:
Five 30-minute lessons (as the latter part of the "Food" unit)

Planning for Diversity:
- Display large charts, pictures and word strips for easy reference.
- Arrange students who have special education needs to sit close to you.
- Organize activities that encourage students to use different senses and intelligences.
- Use real objects and situations to model the use of Chinese.
- Be flexible to shift the expectations and time requirement of the activities.

Assessment Activities:
Informal Observation
Anecdotal Notes
Learning Logs
Self-assessment
Rubrics

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Sample Subunit – The Fruit Market
List of Specific Outcomes

Specific Outcomes	Students will be able to:
A–2.1a	express simple preferences
A–5.4a	listen attentively to expressed opinions
A–6.1a	use the language for fun
LC–1.1a	pronounce some simple words and phrases comprehensibly
LC–1.1b	use intonation to express meaning
LC–1.1d	recognize the four tones
LC–1.3a	use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including food
LC–1.4	use, in modelled situations, some grammatical elements: basic adjectives, measure words, verbs, sentence patterns
LC–2.2a	produce simple spoken words and phrases in guided situations
LC–2.3a	engage in simple interactions, using short, simple phrases
GC–2.1a	distinguish between their first language (or dialect) and Chinese
GC–2.4a	participate in activities and experiences that reflect elements of different cultures
GC–2.5a	work and play with others who are different
S–2.1a	use simple interactive strategies, with guidance, to enhance language use
S–2.2a	use simple interpretive strategies, with guidance, to enhance language use
S–2.3a	use simple productive strategies, with guidance to enhance language use

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Lesson 1: 一共多少钱? [How Much Is It?]

Specific Outcomes Addressed

Applications: 3.1b, 5.4a
Language Competence: 1.1a, 1.1b, 1.1d, 1.3a
Global Citizenship: 2.1a
Strategies: 1.1a, 1.2a

Materials Required

Lesson 27, "*Yí Gòng Duō Shao Qián*" in *Learn Chinese With Me*, Book One, pp. 150–152.

An overhead transparency of dialogue on p. 151; chart paper and a few colour markers.

Teaching and Learning Activities

1. Brainstorm with the class what would they do and say if they had to buy some fruit at the market.
2. Write down the students' ideas on a piece of large chart paper.
3. Use different coloured markers to group the ideas into categories: greetings, price inquiry, making the purchase, paying for the item(s), saying farewell.
4. Read the dialogue on page 151 with the class. Explain any new vocabulary. Have the students practise this dialogue.
5. Discuss having a fruit market in the classroom at the end of the week during which students pretend to shop and sell at a fruit market.

Opportunity for Assessment

Informal Observation – Observe how students participate in the discussion and encourage the participation of others.

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Lesson 2: 卖什么水果？ [What Fruits Do We Sell?]

Specific Outcomes Addressed

Applications: 2.1a, 3.1b
Language Competence: 1.1a, 1.1b, 1.3a
Global Citizenship: 2.1a
Strategies: 1.1a, 1.2a

Materials Required

Pictures of some common fruits and their corresponding names in Chinese characters and Hanyu pinyin, sentence strips, colour markers, Learning Logs.

Teaching and Learning Activities

1. Brainstorm the kinds of fruits students would sell at a fruit market. Display fruit pictures and names on the board.
2. Ask the students how they would describe the fruit to attract customers, such as 红红的苹果 (red apples), 大大的橙 (big oranges), 黄黄的香蕉 (yellow banana), 甜甜的梨子 (sweet pears) and 多汁的西瓜 (juicy watermelon). Write the descriptions in Chinese characters and Hanyu pinyin on sentence strips and place them beside the pictures.
3. Have the students choose five kinds of fruit and their descriptions and write them in their Learning Logs.
4. Have the students find partners and practise the names and descriptions of fruits.
5. Circulate among the students and provide support as needed.

Opportunity for Assessment

Anecdotal Notes – Observe how students practise with fellow students and make notes on their participation during their interactions with others.

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Lesson 3: 问价钱 [Inquire about the Price]

Specific Outcomes Addressed

Applications: 3.1a, 5.2a
Language Competence: 1.1a, 1.1b, 1.1d, 1.3a, 1.4a, 2.2a
Global Citizenship: 2.4a, 2.5a
Strategies: 1.3a

Materials Required

Sentence strips, model dialogue in Chinese characters and Hanyu pinyin.

Teaching and Learning Activities

1. Review students' ideas from the first lesson of the week related to greetings, price inquiry, making the purchase, paying for the item(s), saying farewell.
2. Review greetings and farewells. Ask two volunteers to demonstrate 你早！ (Good morning), 你好！ (How are you?), 再见！ (Goodbye!).
3. Brainstorm with the students how a customer would inquire about the price of something they would like to purchase. Explain to the students that fruit is usually sold by weight. The Chinese weight unit commonly used is "*jin*" (catty). In Canada, the weight is measured in kilograms.
4. Work with the class to demonstrate and practise a dialogue; for example,

   服务员 (Vendor): 你好！你要什么？ (How are you? What would you like?)
   顾客 (Customer): 我要一些苹果。 (I would like some apples.) 苹果多少钱一斤。(How much is a catty of apples?)
   服务员 (Vendor): 一元五毛 一斤。($1.50 a catty.)
   顾客 (Customer): 给我一斤吧！ (Give me one catty please!) or 太贵了，我不要。(Too expensive, I don't want any.)
   服务员 (Vendor): 就一元五毛。 (That will be $1.50.)
   顾客 (Customer): 给你一元五毛。 (Here you are.)
   服务员 (Vendor): 谢谢 (Thank you.)

5. Divide the students into groups of four; two act as customers and two act as vendors. Have them practise for five minutes and switch roles. Students can replace the underlined vocabulary with other fruits, prices or quantities.
6. The groups of students decide on a fruit they will bring and "sell" at a class fruit market. Encourage the groups to bring different kinds of fruits.

Opportunity for Assessment

Informal Observation – As students participate in the discussion and practice, observe the extent of their involvement and their attempts to speak Chinese.

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Lesson 4: 水果市场 (The Fruit Market)

Specific Outcomes Addressed

Applications: 3.1a, 6.1a
Language Competence: 1.1a, 1.1b, 1.1d, 1.3a, 1.4a, 2.3a
Global Citizenship: 2.4a, 2.5a
Strategies: 2.1a, 2.2a, 2.3a

Materials Required

Pictures of some common fruits and their corresponding names in Chinese characters and Hanyu pinyin, sentence strips, colour markers, play money, self-assessment checklist.

Teaching and Learning Activities

1. Give the students a few minutes to set up their stalls.
2. Ask the students to practise the dialogue that they learned during the previous lesson. Two students are customers and two are vendors (they later switch roles). Encourage the students to use descriptive words for the fruit that they are selling.
3. Once the groups are ready, give each pair of students $20.00 in play money in $1.00, $5.00 and $10.00 bills.
4. Have the customers start at the home group and then visit the other stalls. Have the customers and vendors switch roles.

Opportunity for Assessment

Rubric.

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Sample Rubric for "The Fruit Market"

General Outcomes	Excellent 4	Competent 3	Acceptable 2	Limited 1
Applications	Student is able to purchase and sell the fruit(s) clearly and confidently.	Student is able to purchase and sell the fruit(s).	Student requires some support to purchase and sell the fruit(s).	Student is not yet able to purchase and sell the fruit(s).
Language Competence	Student uses appropriate vocabulary and comprehensible pronunciation in inquiring and responding to the price inquiry. Uses good intonation.	Student uses appropriate vocabulary and comprehensible pronunciation in inquiring and responding to the price inquiry.	Student makes some minor mistakes in the choice of vocabulary and pronunciation in inquiring and responding to the price inquiry.	Student does not use appropriate vocabulary and comprehensible pronunciation in inquiring and responding to the price inquiry.
Global Citizenship	Student works cooperatively and respectfully with others.	Student works cooperatively with others.	Student generally works well with others.	Student requires reminders to work cooperatively and respectfully with others.
Strategies	Student actively selects and uses simple productive strategies when speaking Chinese.	Student uses simple productive strategies when speaking Chinese.	Student requires some support to use simple productive strategies when speaking Chinese.	Student does not yet use simple productive strategies when speaking Chinese.

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Sample Unit Plan: School

Assumptions:
- Students have no prior knowledge of Chinese (Mandarin).
- The period is 30 minutes per day, five days a week.
- The Chinese language teacher rotates from room to room.

Preparation:
- Create name tags with front and back in different colours such as yellow and blue (primary colours). On one side, write the students' first names in English and on the other side, write them in Chinese, (Hanyu pinyin).
- Create name strips with first name in Chinese (Hanyu pinyin) on the front and first name in English on the back.
- Ensure the students each have a learning log.
- Ensure each student has a notebook for keeping songs, nursery rhymes and riddles.
- Provide folders for student portfolios.

Focus of the Unit:
Students will be able to:
- greet and say goodbye to their classmates
- accept and offer invitations
- use school-related vocabulary

Specific Outcomes (also see list on the next page):
Applications: A–1.1a, A–1.1b, A–4.1a
Language Competence: LC–1.1a, LC–1b, LC–1.4a
Global Competence: N/A
Strategies: S–1.1a

Planning for Diversity:
- Display large charts, pictures and word strips for easy reference.
- Arrange for students who have special education needs to sit close to you.
- Organize activities that encourage students to use different senses and intelligences.
- Use real objects and situations to model the use of Chinese.
- Be flexible to shift the expectations and time requirements of the activities.

Assessment Activities:

Anecdotal Notes	Observation Checklist
Checklist and Comments	Peer-assessment Rating Scale
Informal Observation	Peer-assessment Checklist
Learning Logs	Rubric

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Sample Unit Plan – School
List of Specific Outcomes

Specific Outcomes	Students will be able to:
A–1.1a	share basic information
A–1.1b	identify concrete people, places and things
A–4.1a	exchange greetings and farewells
LC–1.1a	pronounce some simple words and phrases comprehensibly
LC–1.1b	use intonation to express meaning
LC–1.3a	use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
LC–1.4a	use, in modelled situations, the given grammatical elements
S–1.1a	use simple cognitive strategies, with guidance, to enhance language learning

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Lesson 1: 问好和自我介绍 [Greetings]

Specific Outcomes Addressed

Applications: 1.1a, 4.1a, 4.1c
Language Competence: 1.1a, 2.3a, 3.4a
Global Citizenship: N/A
Strategies: N/A

Materials Required

None.

Teaching and Learning Activities

1. To prepare students for the culminating task of the unit and to access previous knowledge, ask the students to circulate and greet one another in Chinese, saying "你好!" while waving or shaking hands. You may need to model this task.
2. After a few minutes, ask the students to continue greeting one another, but to also ask and offer their names to one another; e.g., 你好，我叫 _____. You may need to model this task.
3. Extend this activity to include farewells, and have the students continue to role-play mini-conversations.

Opportunity for Assessment

Observation Checklist – Use an outcome-based checklist to assess a number of students to see if they have attained outcomes A–1.1a, 4.1a and 4.1c during the conversations.

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Lesson 2: 认识学校 [Getting to Know the School]

Specific Outcomes Addressed

Applications: N/A
Language Competence: 1.1a, 1.3a, 3.3a
Global Citizenship: N/A
Strategies: 1.1a

Materials Required

Maps of the school with English labels and/or flash cards featuring school vocabulary.

Teaching and Learning Activities

1. Provide each student with a map of the school, with the significant places labelled in English. On a sheet of paper, provide a list of the relevant vocabulary words, written in Chinese characters and Hanyu pinyin.
2. Have the students predict which Chinese terms apply to each place. As a class, answers are verified and correct answers are written in Chinese on the map. Have the students repeat the vocabulary words in Chinese.
3. As the vocabulary is being verified, ask the students why they made the predictions they did. Use their responses to talk about how accessing prior knowledge and looking for similarities between English and Chinese are strategies that help them learn a language.
4. If there is time, use flash cards to introduce the vocabulary words. Post the flash cards in the room and make statements in Chinese such as 我们在这个教室里做音乐。 Have the students point to the flash card that represents the appropriate room.

Extension

To help with future strategic learning, create a chart on which discussion points are listed under the title "To help me when I'm trying to understand a word, I can …." These charts remain posted in the classroom to guide future strategic learning.

Opportunity for Assessment

Anecdotal Notes – Observe the students as they identify places around the school and discuss strategies they used. Record anecdotal notes based on your observations.

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Lesson 3: 参观学校 [School Tour]

Specific Outcomes Addressed

Applications: 4.1b
Language Competence: 1.3a, 2.1a
Global Citizenship: N/A
Strategies: 3.1a

Materials Required

None.

Teaching and Learning Activities

1. Take the students on a tour of the school. Explain that it is a model for the tour they will conduct themselves at the end of the unit, when they will lead an adult on a tour of the school.
2. Include the following elements in your tour:
   - Start at the front entrance of the school.
   - Introduce yourself.
   - Take students to significant places in the school, such as the office, the gymnasium, the computer lab.
   - At each place, introduce the name of the place, e.g., 这是音乐教室。(This is the music room.), and the teacher/staff member by name; e.g., 这是校长。这是老师。(This is the principal. This is the teacher.)
3. After the tour, ask the students to tell you about what they experienced. On the board or on chart paper, write down their description of the tour.

   Example: 我们从正门开始走。 (We started at the front door.)
   你告诉大家你的名字。(You told us your name.)
   你欢迎我们到学校来。(You welcomed us to the school.)
4. Ask the students to think about who they would like to invite to the school (remind them that it should be someone who lives nearby and who could be available during the day).

Opportunity for Assessment

Rubric – Use the criteria established for the tour to create an outcome-based rubric for the task.

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Lesson 4: 宾果游戏 [Vocabulary Bingo]

Specific Outcomes Addressed

Applications: 3.3a
Language Competence: 1.1a, 1.3a
Global Citizenship: 2.5a
Strategies: 3.1a

Materials Required

Bingo cards featuring school vocabulary, bingo chips.

Teaching and Learning Activities

1. Do a quick review (about 10 minutes) of school vocabulary learned in Lesson 2. Introduce a 4×4 bingo game.
2. Provide each student with a bingo card and bingo chips (plastic poker chips or small laminated cards work well for this). Each card should feature an image that indicates a particular room in the school; e.g., a computer for computer lab.
3. Model how to play 4×4 bingo with the whole class. Read out the name of a vocabulary word, and ask students who have that vocabulary word represented on their page to put a chip on it. Play until someone covers all their images and yells 宾果 (Bingo).
4. After modelling how to play as a class, divide the class into groups of five. Have one student in each group use his or her vocabulary list to be the caller. Write on the board the vocabulary phrase 该我了 (my turn) and tell students to indicate verbally when it is their turn to be the caller. Play until everyone has a turn to be the caller.

Opportunity for Assessment

Informal Observation – Observe the students as they play bingo and use your observations to decide if further review is required.

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Lesson 5: 邀请柬 [Invitations]

Specific Outcomes Addressed

Applications: 3.1b
Language Competence: 1.3a
Global Citizenship: N/A
Strategies: 1.3a, 3.1a

Materials Required

Supplies to make invitations, such as construction paper, and a peer-assessment rating scale.

Teaching and Learning Activities

1. Students have been learning Chinese for a few months. They are ready to invite their guests (parents/guardians) to the school for a tour. Provide students with a firm date for the tour.
2. Before making an invitation, show the students some examples of invitations. These exemplars could be commercial invitations or invitations made by students in previous years. Decide, with students, which elements will need to be included in the invitations. Teach some words/phrases to be included in the invitations.
3. When the students appear to be close to completing their invitations, ask them to use the peer-assessment rating scale to assess the invitation of a partner. You may need to coach students beforehand on how to give appropriate feedback. For example, rather than saying, "写得很好！/ 可以啦！" (this is good! / This is okay!), encourage students to mention something they like about the work as well or give a specific suggestion for improvement.
4. Based on peer feedback, have the students modify and complete their invitations.
5. Teach the students the appropriate phrases used to offer and receive an invitation; e.g., 请你到我的学校来参观。(Please accept this invitation to tour my school.)
6. Have the students practise offering their invitations to one another, using the appropriate phrases.

Opportunity for Assessment

Peer-assessment Rating Scale – Create a peer-assessment rating scale with the students. Have the students make changes based on the feedback received from peers.

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Lesson 6: 计划参观学校程序 [Planning for the Tour]

Specific Outcomes Addressed

Applications: 1.1b, 4.1a
Language Competence: 1.1a, 1.3a, 1.4a, 2.2a, 4.4a
Global Citizenship: N/A
Strategies: 3.1a

Materials Required

Criteria for tour written on chart paper/chalkboard.

Teaching and Learning Activities

1. Remind the students to deliver their invitations to their visiting adult.
2. Review criteria created in Lesson 3 for conducting a tour. Post the criteria in the classroom where students can see it, and remind them periodically to check their work in progress against the criteria.
3. Remind the students that they practised greeting someone in Lesson 1 and briefly review greetings and farewells by having two students demonstrate.
4. Students begin preparing for the tour by planning their introductions to the guests at the front door. Students are familiar with the oral language necessary to complete this task, but may need some guidance to write the phrases correctly. The writing can be done in Hanyu pinyin.
5. It may be helpful to have students plan their tour in pairs or small groups. Ask the students to pretend their partners/group members are the guests and practise greeting them at the front door and welcoming them to the school.
6. Have the students plan the part of the tour in which they visit specific classrooms. Remind the students of the vocabulary learned in Lesson 2 and recommend they use their maps not only to provide them with vocabulary, but also to plan their tour routes. Review the vocabulary for 这是 (this is …) to introduce various places in the school.
7. Ask the students to complete the planning for their tour routes for next class if they are not finished by the end of class.

Opportunity for Assessment

Informal Observation – Observe the students as they plan and practise their tours and use your observations to guide future instruction.

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Lesson 7: 彩排参观学校 [Tour Guide]

Specific Outcomes Addressed

Applications: 1.1a, 1.1b, 4.1a
Language Competence: 1.1a, 1.3a, 1.4a, 2.2a, 4.1a
Global Citizenship: N/A
Strategies: N/A

Materials Required

None.

Teaching and Learning Activities

1. Students should have their basic routes mapped out for the tour and have planned their introductions.
2. In pairs, have the students conduct mock tours using their maps to guide them. This tour could be done in the classroom or sitting at desks using the maps. With feedback from their partners, along with their own reflections, have the students decide what needs to be modified and make improvements.
3. Inform the students that next class they will be doing a practice tour in the school and will take their partners on the same tour they will conduct with their adult guests.
4. Review how to appropriately address adults so that the students can refer to teachers and staff on their tour; e.g., 这是音乐室。这位是法克老师。(This is the music room. This is Mr. Frank.)

Opportunity for Assessment

Peer-assessment Checklist – Create a peer-assessment checklist for students to use during and after their partner's practice tour to offer feedback for improvement.

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Lesson 8: 当客人 [A Guest for the Day]

Specific Outcomes Addressed

Applications: 1.1a, 4.1a
Language Competence: N/A
Global Citizenship: N/A
Strategies: 1.2a, 2.1a

Materials Required

None.

Teaching and Learning Activities

1. Have the students take turns conducting their tours with their partners. Remind the students that in the role of the guest, they are to observe and note what a visitor might notice while being taken on the tour.
2. At the end of the tours, have the students reflect on how their tours went and decide what modifications they need to make before conducting the tour for real next class.
3. After the tours, ask the students to:
   - think about when they were in the role of the guest during the practice tour
   - write down an example of a time when they did not completely understand what their tour guide said, and what they did to try and guess what the meaning was
   - fill out a chart like the one below.

What I didn't understand at first	What I did to try and understand	How this could help me improve my own tour
When my partner was saying something about the classroom	Watched her hand to see she was pointing to the teacher	Use hand gestures to help my guest understand
The description of the gym	Moved to his other side so I could see him talk	Make sure I look at my guest when I'm talking

4. Based on the information gathered, have the students decide what improvements to make to their tours.

Opportunity for Assessment

Learning Logs – Have the students reflect on their practice tours in their learning logs and use these reflections to improve their tours.

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Lesson 9: 当导游 [Be the Host]

Specific Outcomes Addressed

Applications: 1.1a, 1.1b, 4.1a
Language Competence: N/A
Global Citizenship: N/A
Strategies: 1.1a, 1.3a, 1.4a, 2.2a, 4.1a

Materials Required

Refreshments for adult guests.

Teaching and Learning Activities

1. Have the students meet their guests (parents/guardians) at the front door of the school and conduct their tours.
2. After the tours, ask the students and their guests to return to the classroom for refreshments and conversation.

Note: Use a digital camera to take pictures of each student conducting the tour. Students can later e-mail the photographs to their guests with a thank-you note written in Chinese. Photographs can also be used for display purposes.

Extension

To address outcome **GC–1.4**, have the students prepare and serve culturally authentic foods after the tour.

To address outcome **LC–3.4a**, have the students review appropriate verbal responses such as 好棒！(Good!), 很有意思 (interesting) and 谢谢 (thank you).

Opportunity for Assessment

Learning Logs – Have the students reflect on the experience of giving a tour in their learning logs. Encourage the students to think about the experience of using Chinese to talk to someone other than their teacher or other students. Guide reflection through sentence starters such as:

"我觉得奇怪是 …"	"What surprised me was …"
"我喜欢 …"	"I really liked …"
"我恐怕 …"	"I was worried about …"
"做完导游后我觉得 …"	"After the tour, I felt …"

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Appendix D: Graphic Organizers

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How I Can Help My Group D–3
Activity Reflection D–4
Collecting My Thoughts D–5
How to Use KWL Charts D–6
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How I Contribute to Group Work

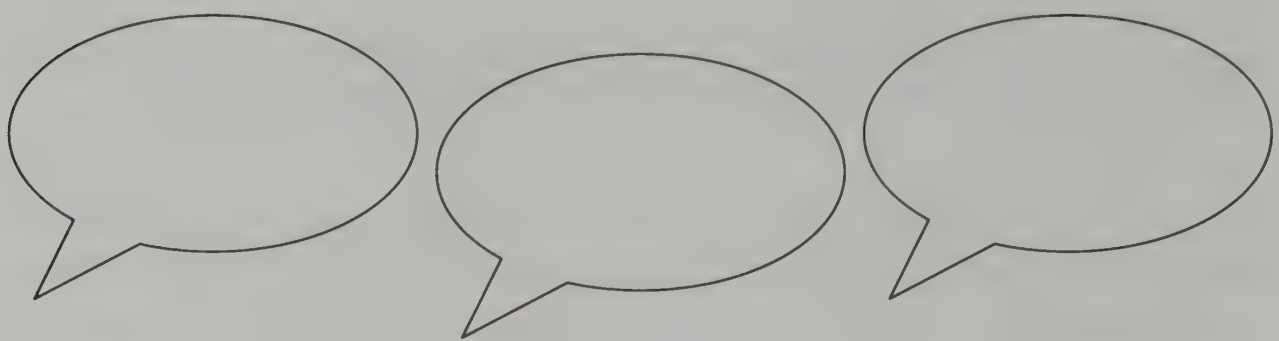
My role in this group is _____

_____.

I do my job by:

- _____
- _____
- _____

I say things like:



The most challenging part of this job is _____.

The best part of this job is _____.

I would rate my performance in the role of _____

as _____.

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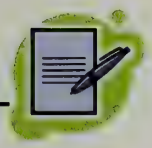
How I Can Help My Group



Name: _____ Date: _____

During group work, when someone:

☆ keeps interrupting, I feel _____

I can help make this situation better by _____

☆ argues, I feel _____

I can help make this situation better by _____

☆ puts down others, I feel _____

I can help make this situation better by _____

☆ complains, I feel _____

I can help make this situation better by _____

☆ fools around, I feel _____

I can help make this situation better by _____

☆ bosses others around, I feel _____

I can help make this situation better by _____

☆ doesn't listen to others, I feel _____

I can help make this situation better by _____

☆ is off-topic, I feel _____

I can help make this situation better by _____

☆ is very quiet, I feel _____

I can help make this situation better by _____

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

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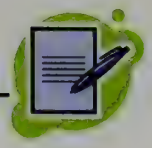
Activity Reflection



Name: _____

Date: _____

Activity: _____

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

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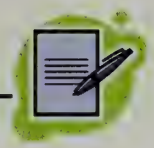
Collecting My Thoughts



Name: _____ Date: _____

Here is everything I know about _____

_____

_____

_____

_____

_____

Here are some pictures of _____

Here are some questions I have: _____

_____

_____

_____

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How to Use KWL Charts

Step 1 **Think about what you already KNOW about your topic. List those facts in the first column.**

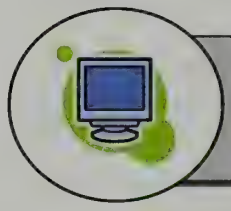
For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

Step 2 **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

Step 3 **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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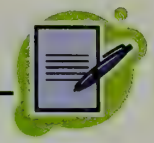
KWL Chart



Name: _____ Date: _____

Step 1	Step 2	Step 3
What I know	**What I want to find out**	**What I have learned**

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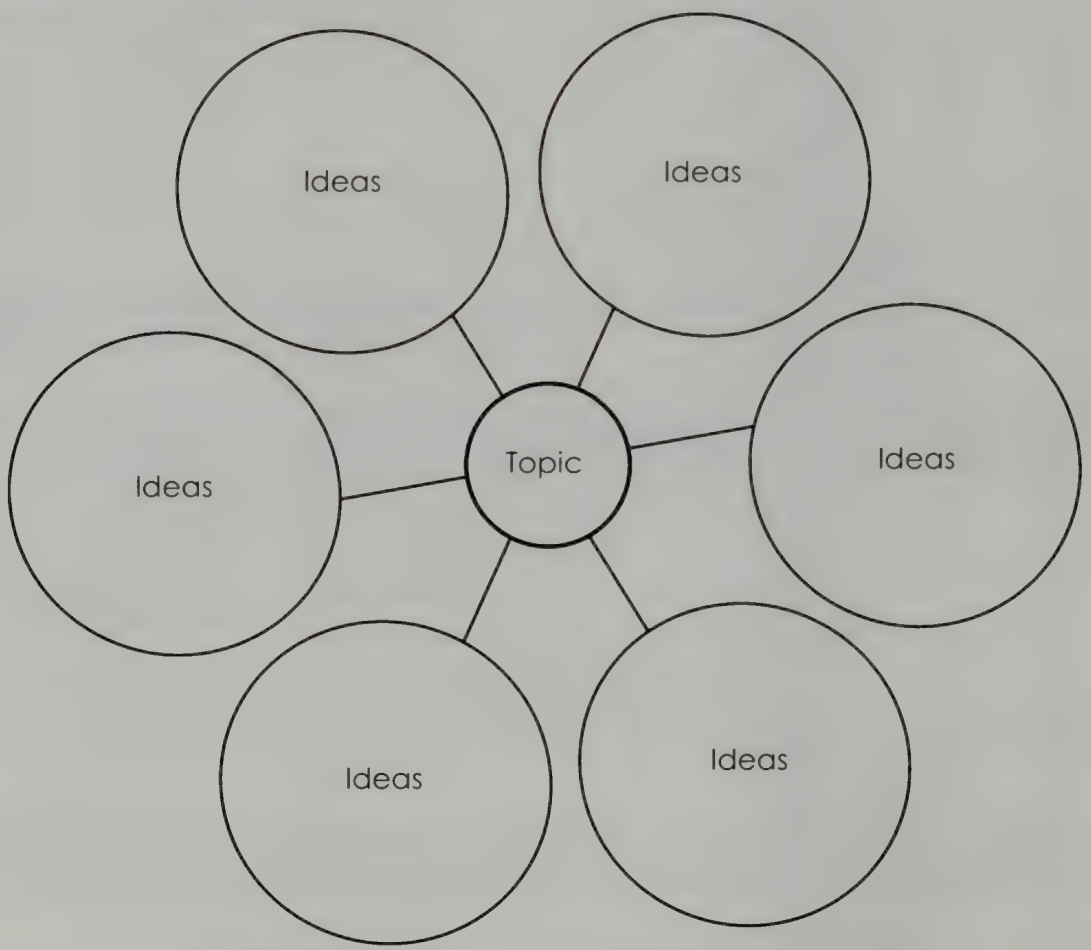
How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

Step 2 Identify categories of information and label each of the outer bubbles.

Step 3 Brainstorm and jot down ideas in each category.



Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

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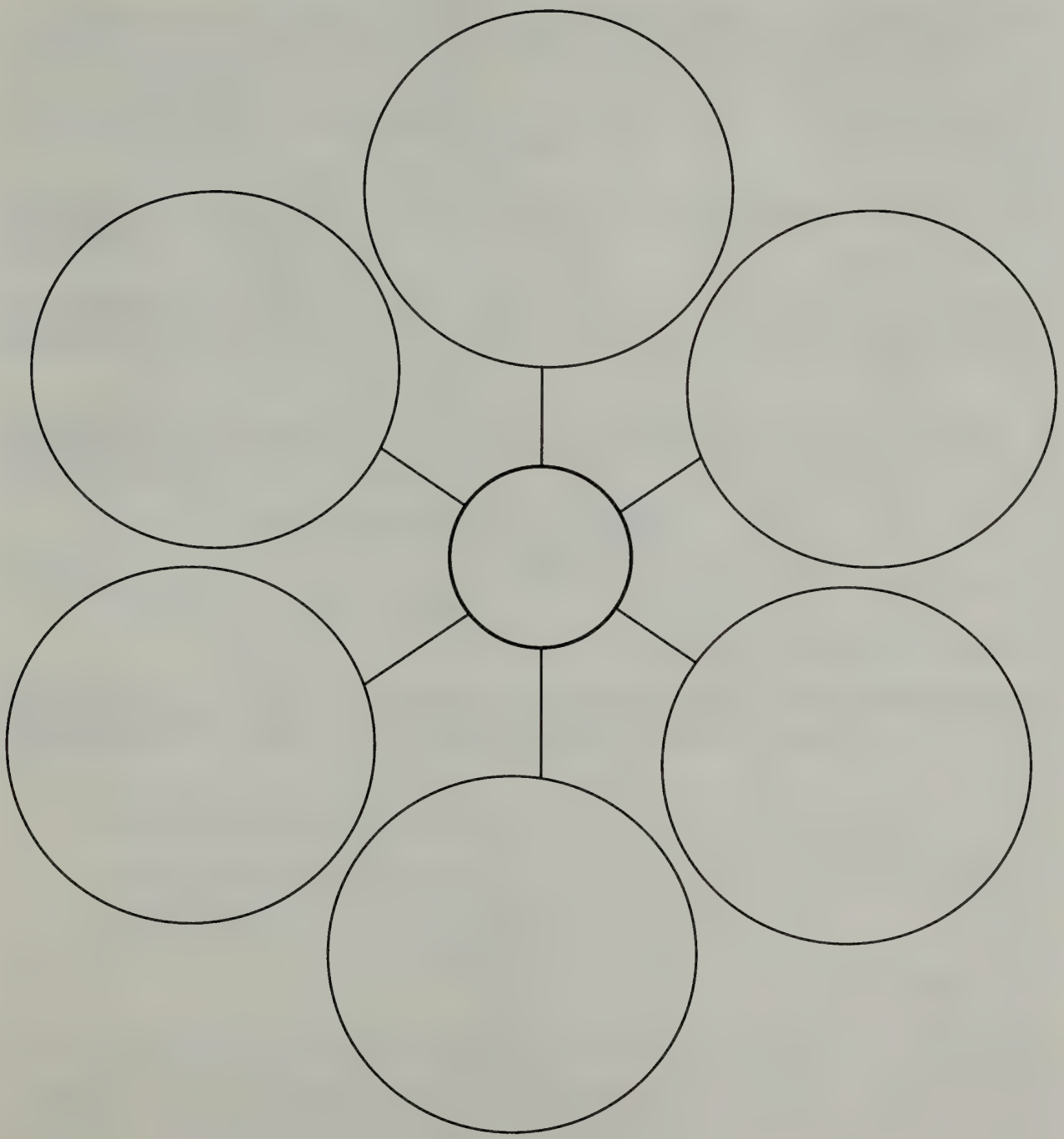
Brainstorming Web

Name: _____ Date: _____



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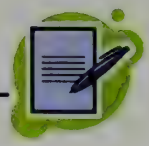
Idea Builder



1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

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How to Create a Mind Map

What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1 Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2 As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3 Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

Step 4 Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

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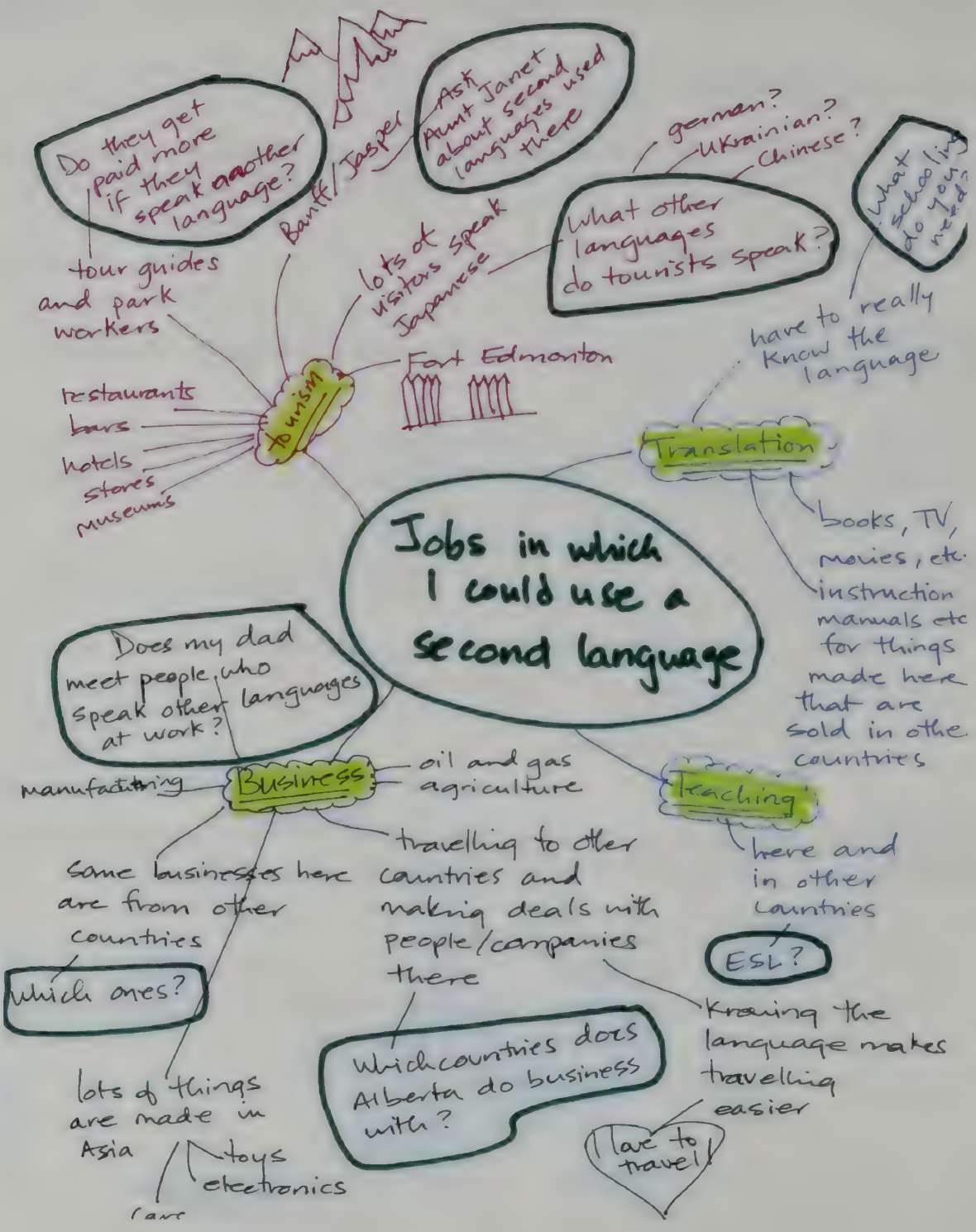
Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

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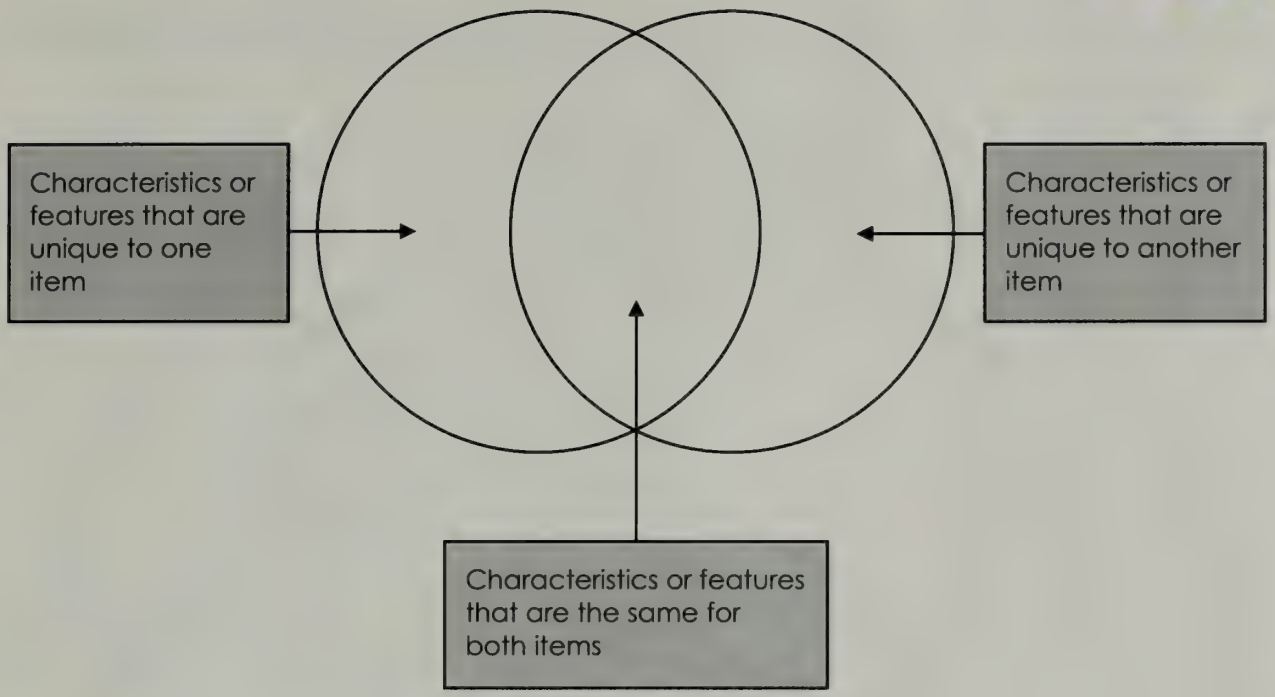
How to Use Venn Diagrams


Characteristics or features that are unique to one item
Characteristics or features that are unique to another item
Characteristics or features that are the same for both items

Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.

MS Word has a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.

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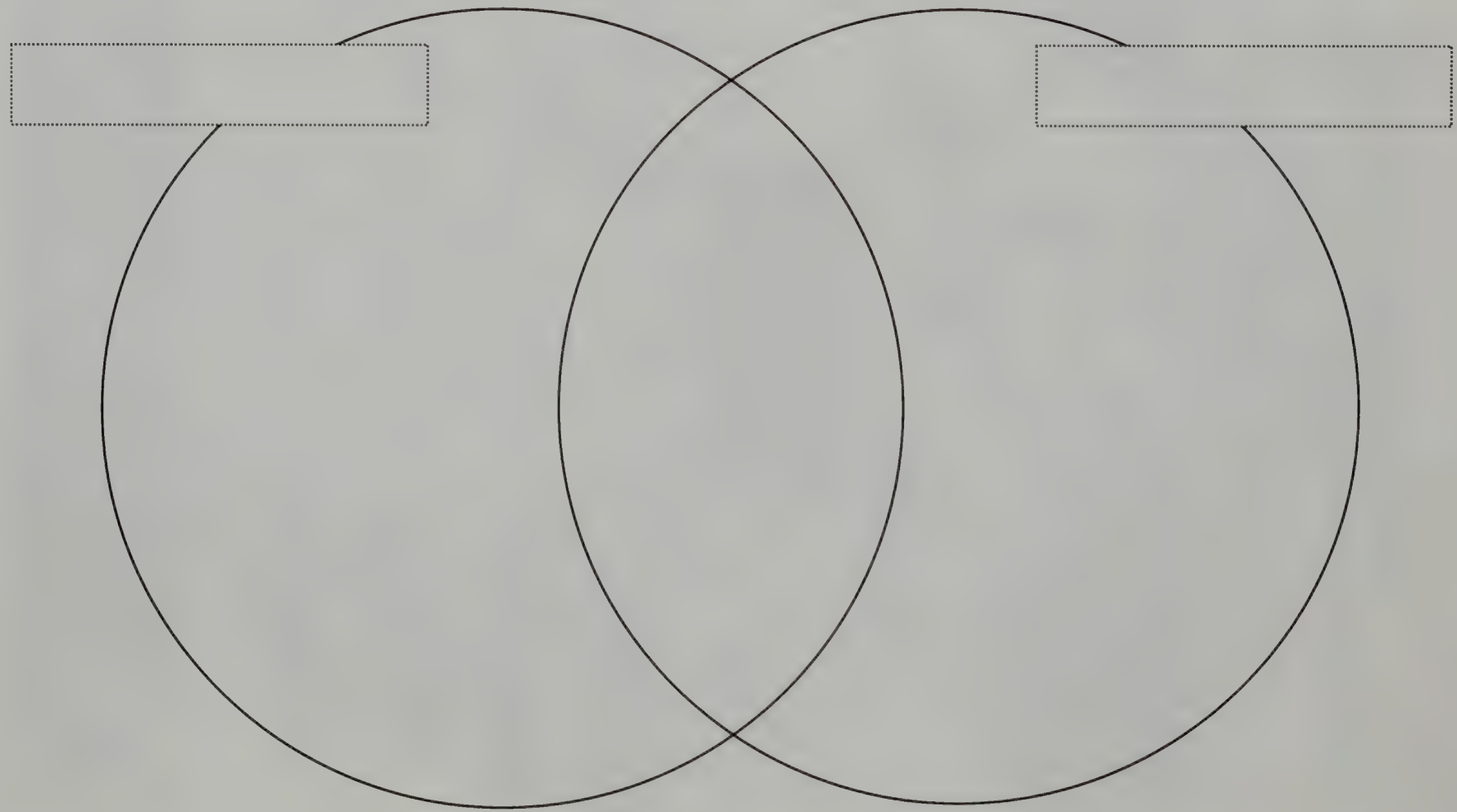
Venn Diagram

Name: _____ Date: _____



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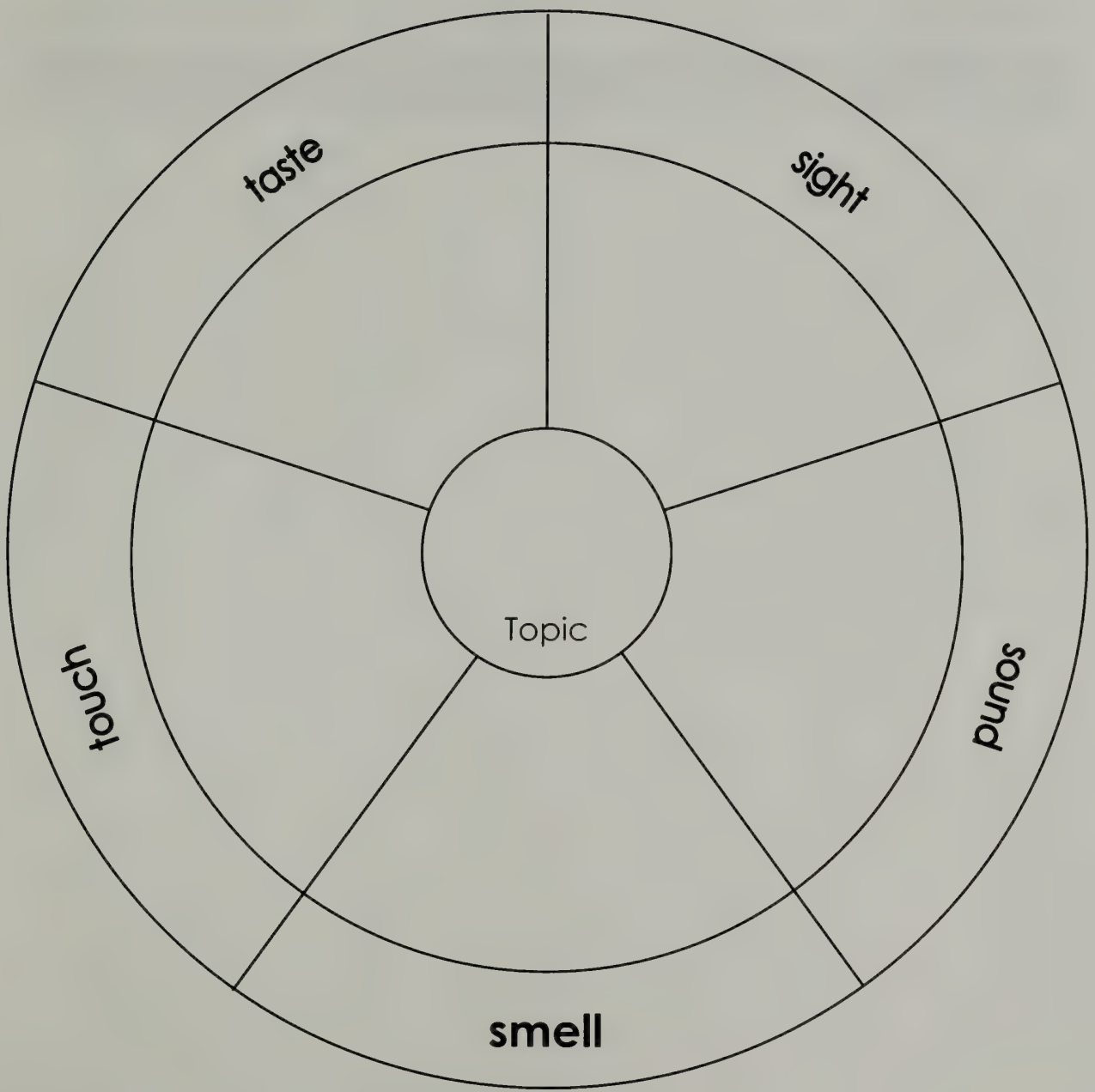
Five Senses Wheel

Name: _____ Date: _____



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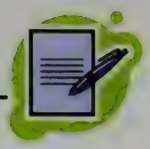
Triple T-chart



Name: _____ Date: _____

Title/Topic: _____

Looks like:	Sounds like:	Feels like:

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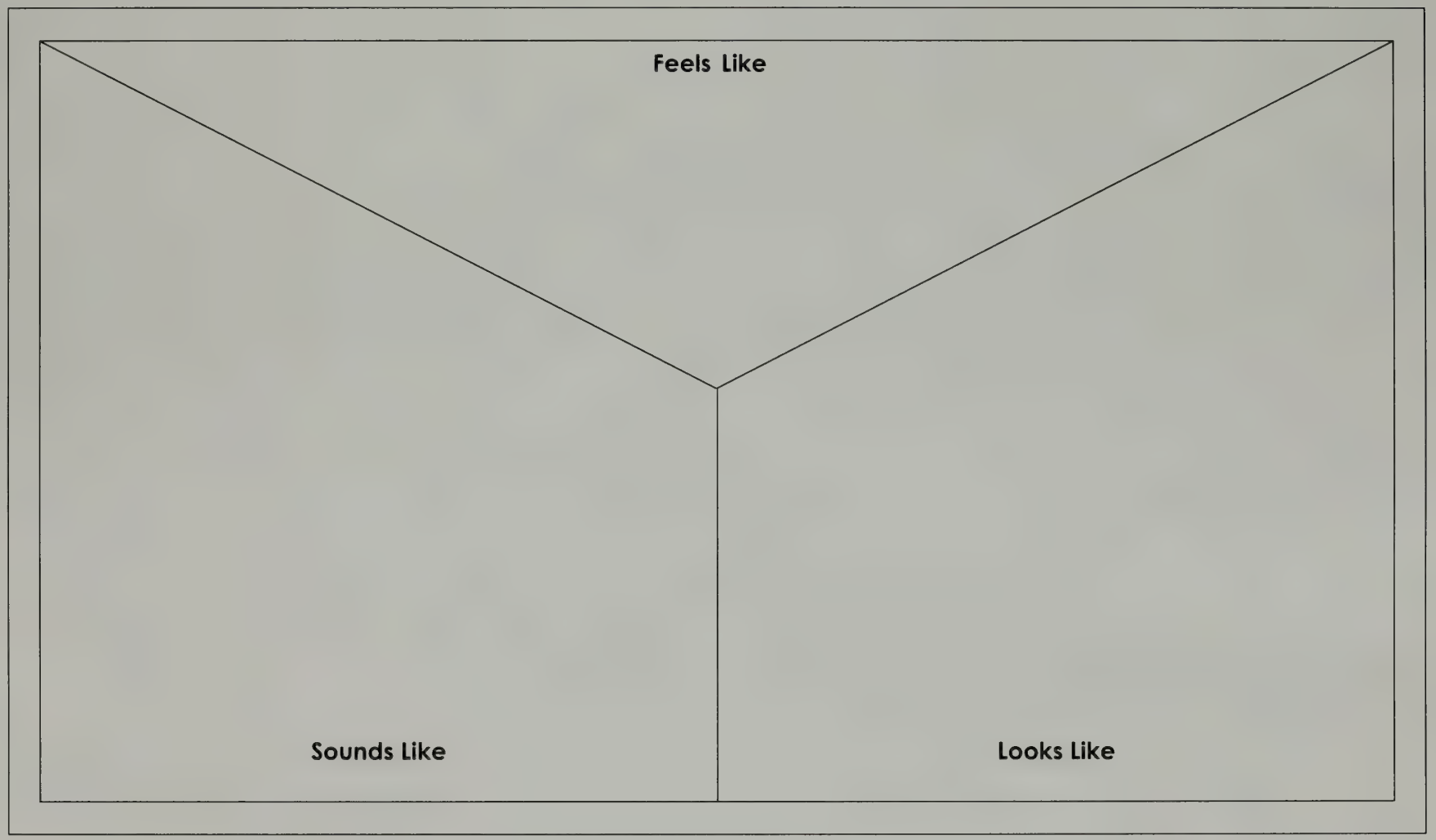
Y-chart

Name: _____ Date: _____



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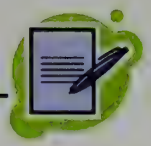
Five Ws and H



Name: _____ Date: _____

Fill in the chart with questions on your topic that you want to find answers to.

Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
Why? List questions about **reasons**, **causes** and **purposes**.	
How? List questions about **the way things happen**.	
If? List questions about **things that might happen**.	

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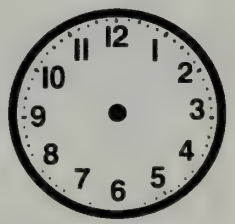
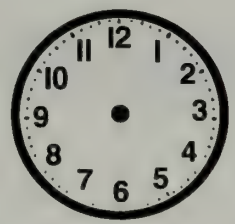
A Day in the Life

Name: _____ Date: _____

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How to Use PMI Charts

Step 1 **P**lus: Think about all the advantages and good reasons for making the choice.

Step 2 **M**inus: Think about all the disadvantages and the down side of making the choice.

Step 3 List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.

MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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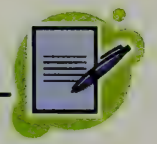
PMI Chart



Name: _____ Date: _____

Title: _____

Plus	Minus	Interesting Information

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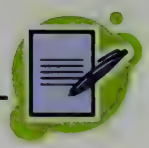
What I Have, What I Need



What's my problem?

What are my choices?

A. B. C.

What choice would best meet my needs?

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

Step-by-step plan

1.
2.
3.

How can I check my decision?

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

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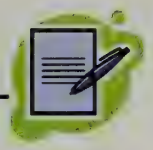
Making a Decision



Issue: _____ Option: _____

	PROS +	CONS –
Facts:	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Feelings:	_____ _____ _____ _____	_____ _____ _____ _____
My new ideas:	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
My decision:	_____ _____	
My reasons for this decision:	_____ _____	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

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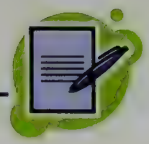
IDEA Decision Maker



Identify the problem

_____

_____

_____

Describe possible solutions

_____

_____

_____

Evaluate the potential consequences of each solution

_____

_____

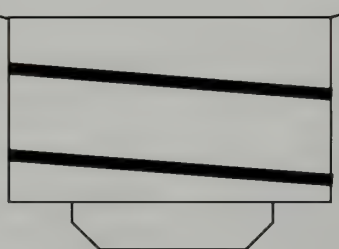
_____

Act on the best solution

_____

_____

_____



How did your IDEA work?
(Evaluate your results.)

_____

_____

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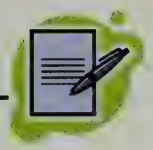
Consider the Alternatives



Decision-making situation or conflict to be resolved: _____

_____

_____

1 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

2 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

3 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

4 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

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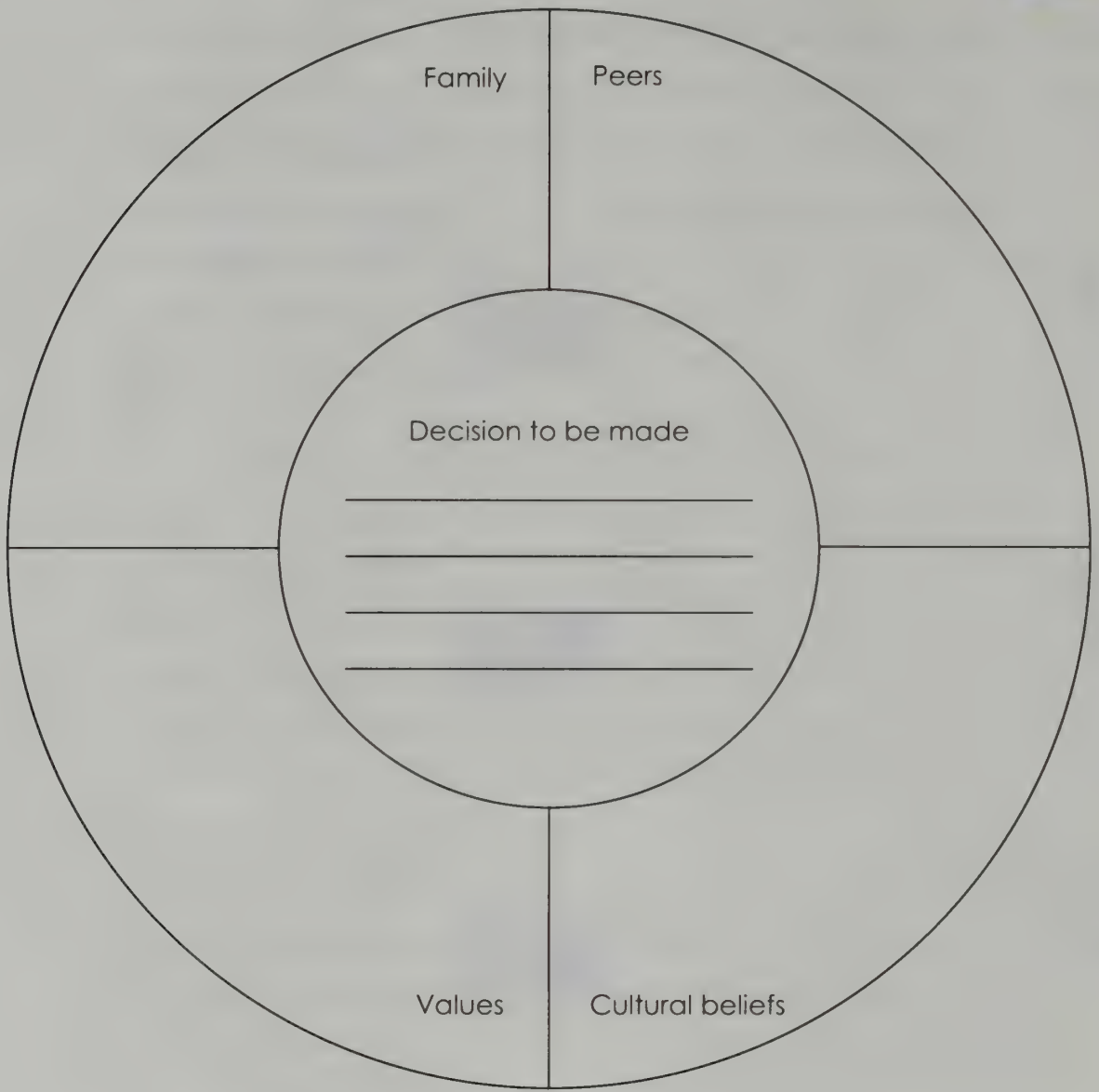
Influences on Decision Making



Questions you need to ask to help you make this decision

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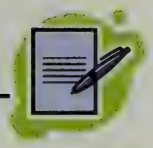
Goal-setting Organizer 1



Name: _____ Date: _____

My goal is _____

_____

_____

I am choosing this goal because

_____

_____

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Did I reach my goal?

- ☐ yes
- ☐ almost
- ☐ no

Why/Why not? _____

_____

_____

_____

_____

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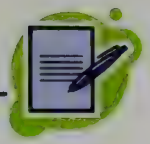
Goal-setting Organizer 2



Date: _____

Name: _____

Is your goal:
- ☐ specific?
- ☐ measurable?
- ☐ achievable?
- ☐ realistic?
- ☐ time-based?

Goal	My goal is to ...
Rationale	I chose this goal because ...
Action plan	To reach this goal, I will ...
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

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Goal-setting Organizer 3

Name: _____ Date: _____

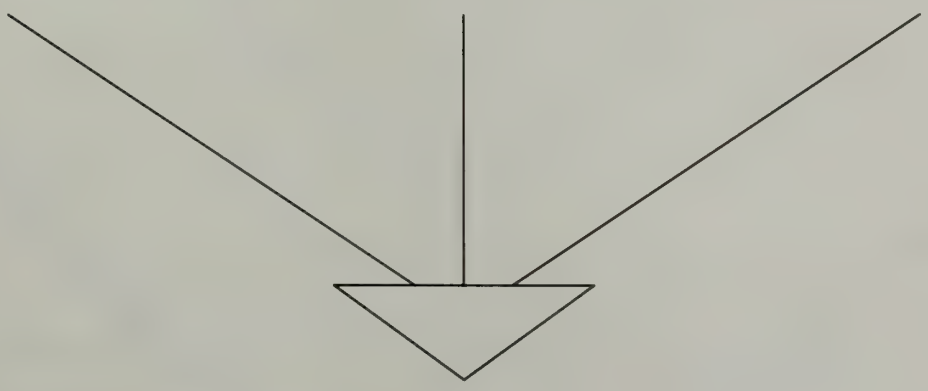
Goal Planning: Start Small

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



I will know I have reached my long-term goal when _____

_____

_____

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Goal-setting Organizer 4

Name: _____ Date: _____

What Can Affect Your Goals?

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Appendix E: Assessment

Self-assessment Checklist E–2

Self-assessment Rating Scale E–4

Peer-assessment Checklist E–6

Self-assessment Checklist and Goal Setting E–8

Long-term Goal Setting E–10

Anecdotal Notes E–12

Observation Checklist E–14

Checklist and Comments 1 ..... E–16

Checklist and Comments 2 ..... E–18

Rating Scale 1 ..... E–20

Rating Scale 2 ..... E–22

Rating Scale 3 ..... E–24

Rubric E–26

Rubric and Checklist E–28

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Self-assessment Checklist

姓名:	Louis	年级:	6	日期:	April 2

我会 ...	我会	还不会
talk about how Chinese and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Chinese and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

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Self-assessment Checklist

姓名:	日期:	年级:

我会 …	我会	还不会

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Self-assessment Rating Scale

姓名:	Sophia	年级:	5	日期:	April 22

我会 I can ...	从未 Never	有时 Sometimes	通常 Usually	总是 Always
• 告诉别人我很高兴 tell someone I'm happy			◉	
• 告诉别人我很伤心 tell someone I'm sad			◉	
• 告诉别人我很生气 tell someone I'm angry			◉	
• 告诉别人我很累 tell someone I'm tired			◉	
• 让别人知道我很惊讶 show someone I'm surprised		◉		
• _____				
• _____				
• _____				

Note: All criteria in this sample address outcome A–2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

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Self-assessment Rating Scale

姓名:	年级:	日期:

我会 I can ...	从未 Never	有时 Sometimes	通常 Usually	总是 Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Peer-assessment Checklist

姓名:	Nicole	年级:	6	日期:	February 14
同伴的姓名:	Janelle	活动:	Writing a Name Poem		

我的同伴会 ...	他会	还不会
use each letter of her name to start a descriptive word in Chinese	✓	
use descriptive words that are positive and describe her well	✓	
print Chinese words correctly	✓	

我喜欢你作品的地方是
Something I really liked about your work is: you picked really good Chinese words to describe yourself and they each started with the letters in your name.

建议改进的地方是
A suggestion for improvement is: check your spelling. We wrote lots of these words down in our language learning logs – they might be there. Or, you could use the dictionary.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

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Peer-assessment Checklist

姓名:	年级:	日期:
同伴的名字:	活动:	

我的同伴会 …	他会	还不会

我喜欢你作品的地方是
Something I really liked about your work is: _____

_____

_____

建议改进的地方是
A suggestion for improvement is: _____

_____

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Self-assessment Checklist and Goal Setting

姓名:	Tah	年级:	4	日期:	February 1

评估标准	我会	还不会	下一步我应该做的是 ...
用问候与告别语 say hello and goodbye	✓		
听取别人的意见 listen to other people's opinions	✓		
在班上唱生日歌 sing "Happy Birthday" in class		✓	
说出拼音字母 say the alphabet	✓		sing the alphabet song to myself
在小组活动时用适当声音 use inside voice for group work	✓		think about being more quiet when I get excited
和其他组员合作 get along with group members	✓		

Note: This Self-assessment and Goal Setting checklist allows students to assess their abilities and set goals to improve.

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Self-assessment Checklist and Goal Setting

姓名:	年级:	日期:

评估标准	我会	还不会	下一步我应该做的是 ...

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Long-term Goal Setting

姓名:	Douglas	年级:	4	日期:	September 30

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Chinese.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in China.

To achieve this goal, I will: research China on the Internet and ask my neighbour, Mrs. Lim, what it's like to live there.

My teacher can help me by: bringing in books and pictures of China and, maybe, showing a movie.

My parents can help me by: buying me a book on China for my birthday and taking me to China on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

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Long-term Goal Setting

姓名:	年级:	日期:

Goal #1:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me: _____

_____

My parents can help me by: _____

_____

Goal #2:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me by: _____

_____

My parents can help me by: _____

_____

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Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up several body parts.
Josh	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly, will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A–3.3a manage turn-taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A–3.3a manage turn-taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A–3.3a manage turn-taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A–3.3a manage turn-taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC–1.3a use a repertoire of words and phrases within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

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Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

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Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Chinese songs	A-6.1a use the language for fun	(Yes) Not yet
Marc	Sept. 23	Singing traditional Chinese songs	A–6.1a use the language for fun	(Yes) Not yet
Andreas	Sept. 23	Singing traditional Chinese songs	A–6.1a use the language for fun	Yes (Not yet)
Su Mei	Oct. 1	Singing the alphabet song	LC–1.2a be aware of some elements of the writing system	Yes (Not yet)
Jack	Oct. 1	Singing the alphabet song	LC–1.2a be aware of some elements of the writing system	(Yes) Not yet
Ali	Oct. 10	Playing the alphabet game	LC–1.2a be aware of some elements of the writing system	(Yes) Not yet
Maya	Oct. 10	Playing the alphabet game	LC–1.2a be aware of some elements of the writing system	(Yes) Not yet
Philip	Oct. 10	Playing the alphabet game	LC–1.2a be aware of some elements of the writing system	(Yes) Not yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC–1.2a be aware of some elements of the writing system	(Yes) Not yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	LC–1.2a be aware of some elements of the writing system	(Yes) Not yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

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Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
				Yes Not yet
				Yes Not yet
				Yes Not yet
				Yes Not yet
				Yes Not yet
				Yes Not yet
				Yes Not yet
				Yes Not yet
				Yes Not yet
				Yes Not yet

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Checklist and Comments 1

Grade: 4	**Date:** May 3	**Activity:** Individual Q and A

Specific Outcome: S–2.3a use simple productive strategies, with guidance, to enhance language use

Student Names:	**Has met the outcome: Yes**	**Not Yet**
• Jan	☑	☐
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☐	☑
• Marissa	☐	☑
• Su Mei	☑	☐
• Abe	☐	☑
• Elise	☑	☐
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Chinese; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

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Checklist and Comments 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

Student Names:	Has met the outcome: Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

_____

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Checklist and Comments 2

Grade: 4	**Date:** October 5	**Activity:** Telephone conversations (invitations)

Specific Outcome(s): A–3.2a respond to basic offers, invitations and instructions; LC–1.1a pronounce some simple words and phrases comprehensibly, LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words and phrases in familiar contexts

Lance _____ **can:**
(Student name)

	Yes	Not Yet
• 邀请朋友做事 invite a friend to do something	☑	☐
• 接受和拒绝邀请 accept and reject an invitation	☑	☐
• 发音准确 pronounce words accurately	☐	☑
• 用正确的停顿和音调 use correct pauses and stresses	☑	☐
• 用适当的爱好和词汇 use appropriate vocabulary about hobbies	☐	☐
• 独立地做作业 work independently	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

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Checklist and Comments 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____ **can:**
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

_____

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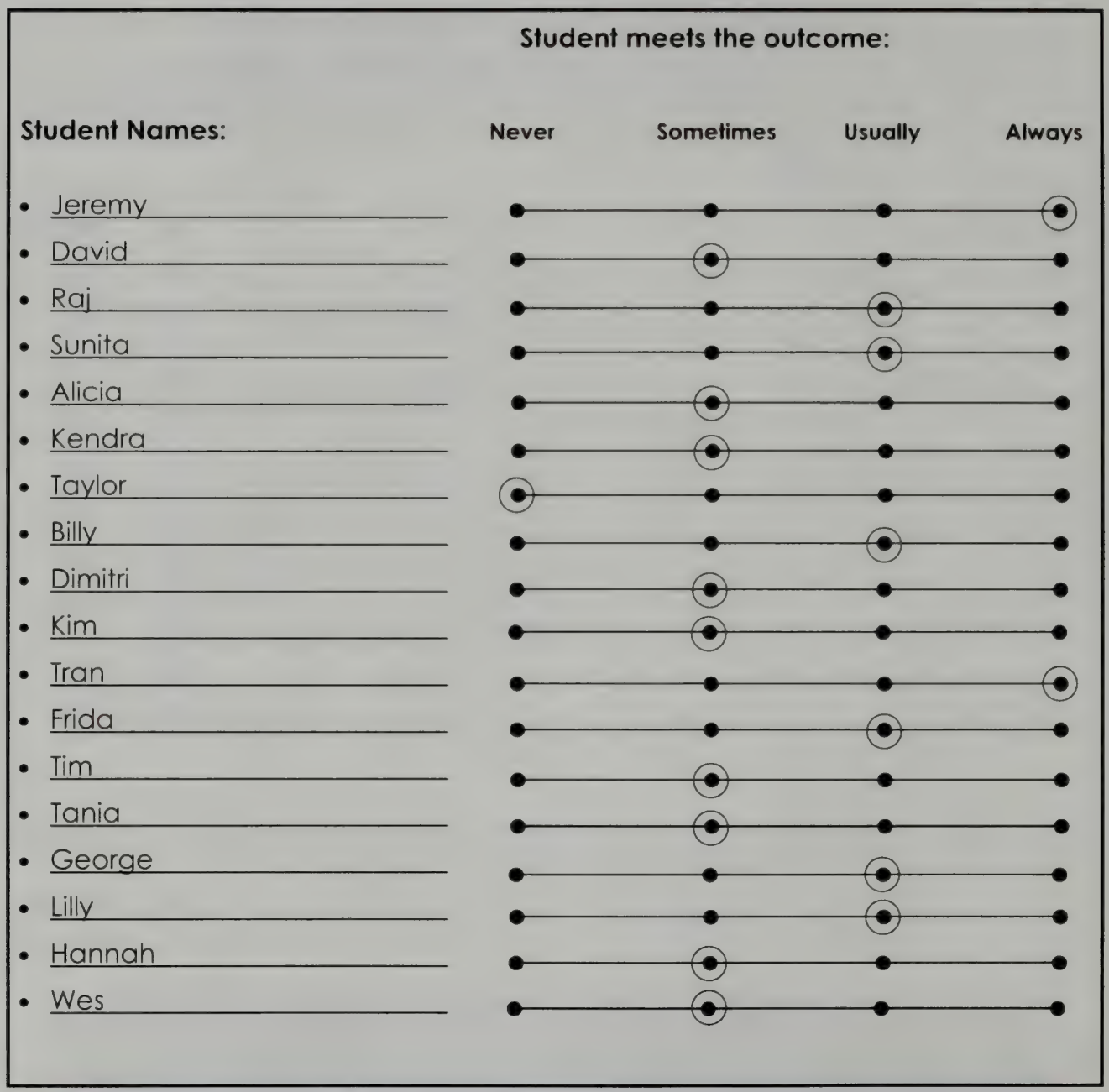
Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to act appropriately



Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students based on a particular outcome.

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Rating Scale 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

_____

Student Names:	Student meets the outcome: Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 2

Grade: 4	**Date:** November 12	**Activity:** Unit: My family

Specific Outcome(s): A–1.1a share basic information, A–1.1b identify concrete people, places and things; LC–1.3a use a repertoire of words and phrases in familiar contexts; LC–3.2a produce simple written words and phrases in guided situations; S–2.3a use simple productive strategies, with guidance, to enhance language use

Student Name: Tania

Criteria:	**Never**	**Sometimes**	**Usually**	**Always**
• was able to share basic information about his/her family		◉		
• identified the people in his/her family correctly			◉	
• used words relevant to the family correctly		◉		
• wrote words and phrases clearly and correctly		◉		
• used a dictionary to find new words related to the family	◉			
• used illustrations to provide relevant detail about his/her family			◉	
• _____				
• _____				

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

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Rating Scale 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 3

Grade: 5	**Date:** March 10	**Activity:** Reading out some familiar words

Specific Outcome(s): LC–1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases

Levels of performance and corresponding criteria:

★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors

★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors

★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible

★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★★★★		★★★★
Derek	★★★★		★★★★
Crystal	★★★★		★★★★
Dakota	★★★★		★★★★
Ellen	★★★★		★★★★
Troy	★★★★		★★★★
Jonathan	★★★★		★★★★
Sam	★★★★		★★★★
Jim	★★★★		★★★★
Sal	★★★★		★★★★
Rebecca	★★★★		★★★★
Steven	★★★★		★★★★
Janice	★★★★		★★★★
Tran	★★★★		★★★★
Polly	★★★★		★★★★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

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Rating Scale 3

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

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Rubric (Grade 4)

Name: Jeanne	Date: October 17	Activity: Conversation – making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

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Rubric

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

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Rubric and Checklist

Name: Ellen	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Work habits

- ☐ **worked independently**
- ☐ **worked with minimal assistance**
- ☐ **worked with some assistance**
- ☐ **required constant supervision and assistance**

Note: This Rubric demonstrates how one can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

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Rubric and Checklist

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

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